

**Archdiocese of Omaha**

**Language Arts  
Curriculum**

**K-12**

**August 2007**

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# Introduction

## **Purpose of this curriculum:**

The purpose of this Standards-based curriculum is to assist administrators and teachers of the Archdiocese of Omaha in teaching language arts in the Archdiocesan Catholic Schools. This guide contains clear expectations for Language Arts Education Standards as well as specific Nebraska Standards relating to each Program Standard. It is intended that this material be used in the development of local language arts education curriculum plans and for the training of teachers of language arts education.

Administrators will use this curriculum to assist teachers in applying the desired Language Arts Education Standards to the specific grade levels.

Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.

# **Archdiocese of Omaha Mission Statement**

The mission of the Catholic Schools in the Archdiocese of Omaha, Nebraska, in cooperation with the parents, is an extension of the four-fold educational mission of the Catholic Church:

- to proclaim the message of faith and morals
- to foster community
- to encourage worship and prayer
- to motivate to serve others

Each school is to educate students to become academically proficient as well as responsible adults who will be active and loyal members of their Church, their community, and world.

(Revised and approved 2007)

# Archdiocese of Omaha Exit Standards

All graduates of Catholic Schools in the Archdiocese of Omaha demonstrate:

- Religious knowledge, virtues, morals, and practices;
- Knowledge of core disciplines and fine arts;
- Higher-order thinking skills;
- Effective communication skills;
- Effective social interaction skills;
- Independent learning skills;
- Life-long learning with the ability to access and utilize resources;
- Knowledge of practices essential to:
  - Sound health and stable families;
  - Responsible stewardship;
  - Mature, responsible, and sensible use of technology; and
  - Effective citizenship.

# **Language Arts Program Mission Statement**

Our purpose is to guide all students  
to communicate effectively using  
language skills.

# Language Arts Program Standards

## **Program Standard #1: Inquiry**

- Access and analyze information.

## **Program Standard #2: Connection**

- Discern and internalize relationships and meaning.

## **Program Standard #3: Structure**

- Discover and apply components and patterns of language.

## **Program Standard #4: Creation**

- Design a product to convey meaning.



# Language Arts Essential Standards

## **Standard #1: Inquiry**

Grades K-2: Ask questions, look for answers, sort and classify information.

Grades 3-5: Investigate and interpret information.

Grades 6-8: Assemble information and evaluate its relevance.

Grades 9-12: Formulate questions, research, and utilize quality information.

## **Standard #2: Connection**

Grades K-2: Recognize and retell what you see, do, and read.

Grades 3-5: Identify, explore, and explain relationships and meaning.

Grades 6-8: Classify and appraise relationships and meaning.

Grades 9-12: Draw an association between personal experience and concepts.

## **Standard #3: Structure**

Grades K-2: Choose and construct pictures, words, sentences, and stories.

Grades 3-5: Identify and organize components and patterns of language.

Grades 6-8: Implement the use of a template to fashion written and oral compositions.

Grades 9-12: Utilize appropriate language and organizational strategies to convey meaning.

## **Standard #4: Creation**

Grades K-2: Make a project that shows what you know.

Grades 3-5: Produce an original work to express an idea.

Grades 6-8: Compose products that apply language skills for a specific purpose.

Grades 9-12: Develop and present a product that synthesizes knowledge and skills.

## **Primary Grades K-2**

### **Page**

8	LANGUAGE ARTS ESSENTIAL STANDARDS
9-10	DIRECTIONS FOR ADMINISTRATION OF PERFORMANCE ASSESSMENT
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# **Primary Grades K-2 Language Arts Essential Standards**

## **Standard #1: Inquiry**

Ask questions, look for answers, sort and classify information.

## **Standard #2: Connection**

Recognize and retell what you see, do, and read.

## **Standard #3: Structure**

Choose and construct pictures, words, sentences, and stories.

## **Standard #4: Creation**

Make a project that shows what you know.

## Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the Language Arts Curriculum Guide to assist you with the terminology.

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. At the beginning of the school year, the teacher will have gone through the curriculum guide and mapped an instructional plan for the year based on the **Time Line for Implementation** found in the Language Arts Curriculum Guide. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are not graded on the Assessment; instead, they are rated for proficiency on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. Once successful instruction of the guidelines has taken place, the teacher will then assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

## Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

**It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.**

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Content” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Content”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

# **Language Arts Grade 1 Assessment Task**

## **Title: Read My Book!**

### **Teacher Notes:**

- Teachers will need to teach elements of this Assessment throughout the year.
- The teacher will need to approve the book chosen by the student so that it is at the student's individual reading level. Non-chapter books are recommended.
- Teacher resources are attached.
- You may use a story map of your own as long as it includes all the elements of Guideline #3. The student may use the story map for their presentation.
- Teachers will need to preteach presentation skills.
- Students should have the opportunity to practice their presentation in small groups prior to the presentation.
- Refer to the Curriculum Guide Glossary found in this section of the Language Arts Curriculum Guide.
- Presentations should be a retelling of the information on their story maps, much like "Show and Tell". Students will share the story with their classmates and explain why it is a good book.
- During the presentations, questions can be generated by the teacher and/or classmates.

# Language Arts Grade 1 Assessment Task

## Title: Read My Book!

**Program and Essential Standards:** 1, 2, 3, 4

**Administration Time:** Grade 1, 2<sup>nd</sup> Semester

*The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the week of April 22.*

**Suggested Time Frame:** Allow students two to three weeks to complete this project entirely in the classroom.

*(Refer to the Time Line for Implementation and the Curriculum Guide Glossary found within this section of the Language Arts Curriculum Guide.)*

**Essential Question:** How do we show that we understand a story that we've read?

**Task:** Pretend you are the author of a book. Your task is to share the book with the class so they will want to read it.

**Guidelines:**

1. Choose a teacher-approved fiction book.
2. Read the book at school.
3. Fill in the story map.
  - Title
  - Author
  - Illustrator
  - Main Character(s)
  - Setting of the story
  - Beginning of the story
  - Middle of the story
  - End of the story
4. Relate the story to a familiar experience.
5. Explain why this is a good book to read.
6. Choose and make one of the projects listed below that shows you understand the story:
  - Book cover,
  - Puppet show,
  - Diorama,
  - Poster,
  - Or choose another teacher-approved project.
7. Present your project to the class or to a small group of classmates sharing your information orally in a clear and understandable way. Presentations should be a 1-2 minute retelling of the story that shows your understanding of the story. Present the information from the story map. Explain why it is a good book to read. Be ready to answer questions.
8. Your project should be neat.



## Language Arts Student Scoring Guide for Grade 1

### Assessment Task: Read My Book!

Pretend you are the author of a book. Your task is to share the book with the class so they will want to read it.

Criteria	<b>Level 1</b> Does Not Meet Standard	<b>Level 2</b> Progressing Toward Standard	<b>Level 3</b> Meets Standard	<b>Level 4</b> Exceeds Standard	Results
<b>Inquiry</b>	<ul style="list-style-type: none"> <li>Includes less than three of the items listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>Includes only three of the items listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>Chooses teacher approved fiction book</li> <li>Reads the book at school</li> <li>Completes a story map with:               <ul style="list-style-type: none"> <li>* Beginning of story</li> <li>* Middle of story</li> <li>* End of story</li> </ul> </li> <li>Completes a story map including:               <ul style="list-style-type: none"> <li>* title</li> <li>* author</li> <li>* illustrator</li> <li>* setting</li> <li>* main character(s)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>In addition to meeting all items in Level 3, student creates an original story map instead of using teacher provided materials</li> </ul>	
<b>Connection</b>	<ul style="list-style-type: none"> <li>Includes none of the items listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>Includes only one of the items listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>Relates the story to a familiar experience</li> <li>Explains why this is a good book to read</li> </ul>	<ul style="list-style-type: none"> <li>In addition to meeting all items in Level 3, the student makes a connection between the story and another book/story</li> </ul>	
<b>Creation</b>	<ul style="list-style-type: none"> <li>Includes less than two of the items listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>Includes only two of the items listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>Chooses a project from Guideline 6 that shows understanding of the story</li> <li>Makes the project</li> <li>Project is neat</li> </ul>	<ul style="list-style-type: none"> <li>In addition to meeting all items in Level 3, student creates an advertisement for the book</li> </ul>	
<b>Presentation</b>	<ul style="list-style-type: none"> <li>Includes less than four of the items listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>Includes only four of the items listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>Communicates the story map in a clear and understandable manner</li> <li>Answers questions</li> <li>Retells and shares information to show their knowledge of the story</li> <li>Explains why it is a good book to read</li> <li>Presentation is 1-2 minutes</li> </ul>	<ul style="list-style-type: none"> <li>In addition to meeting all items in Level 3, student uses an entertaining voice</li> </ul>	

List any modifications made:

# Teacher Resources

## Reading Assessment – Choosing A “Just Right Book”

One class talked about choosing books and developed the following criteria:

### Easy Books

Have I read it lots of times before?

Do I understand the story?

Do I know almost every word?

Can I read it smoothly?

### Just Right Books

Is this book new to me?

Do I understand what I've read about so far?

When I read, are some places smooth and some places choppy?

Can someone help me with the book? Who?

### Hard Books

Are there more than a few words on each page I don't know?

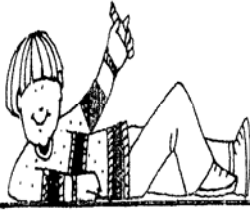
Am I confused about what is happening? Am I bored?

When I read, does it sound pretty choppy?

Is everyone else busy and unable to help me?

Adapted from Regie Routman.  
(Thanks to Georgie Walker).

Name \_\_\_\_\_ Analyzing a story



## A Story Map



Title		Author	
Setting		Characters	
Beginning	Middle		End

This story made me think of

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are five sets of these lines provided for writing practice.

## READ MY BOOK!



Title:

Author:

---

### Main Character(s):

- 1.
- 2.
- 3.



---

### My story takes place...

Where?

What time of day?

During what season?



Plot: What happened in the story?

Beginning	Middle	End

Write what happened in the story.

Tell how this story is similar to something that has happened in your life.

# Story Retellings

A retelling is exactly what the term implies—an oral or written recounting of a story in a child's own words. Retellings come easily to young children because they naturally love to share stories they have read or heard. A retelling usually requires a child to address several story elements—how and where the story begins, the main characters, the story problem, the sequence of major events, and the resolution of the problem. Of course, retellings require more time to complete than predictions do. But retellings can often reveal the particular element that confused a child and interfered with his or her comprehension of a story.



## ■ Assessing Oral Story Retellings ■ (Individual)

### ■ In Advance ■

- Select an interesting short story that has a problem and resolution.
- Photocopy the Story Retelling Rubric on page 35 (one for each child).
- Select three or four students and have them read and retell the story to you on a particular day.
- Allow several minutes to listen to each child.
- Ask students to read the story to themselves before the assessment.

### ■ Conduct the Assessment ■

- Begin each assessment by asking the child to tell you about the story just as he or she would tell it to a friend who hadn't yet read it.
- Use the Scoring Guide for Retellings on page 35 to record the child's responses.



## **Conduct the Assessment**

- Give each child a copy of the story and the My Story Map planning form and say:  
"Read this story to yourself. After you finish reading, make notes in the boxes on your Story Map. You can reread the story to help you remember the important parts of the story."

You may want to have your students take an activity break after they complete the reading and their story maps.

- Distribute lined paper and have children write their names, the date, and the title of the story on the paper.
- Be sure the children have their Story Map pages on their desks. Say:  
"Now write about the story as if you were telling it to someone who had never heard it before. Your retelling should include the information and details on your Story Map page."



## **Following the Assessment**

- Distribute copies of the I Can Retell a Story self-assessment checklist, and say:  
"Use this checklist to see if your written retelling is complete. Make any changes on your paper that you think will improve your story retelling."
- Use the Story Retelling Rubric on page 35 to score each element in the written retelling. The order of story elements may vary somewhat in the retellings. Some children, for example, may begin by writing about the main character rather than the setting. Others may write about the story problem before describing the major events.
- Refer to the Scoring Guide for Retellings on page 35 to determine each student's probable developmental level for retelling stories. Record the level on your Class Record Form (page 79).



Although a student's responses may not follow the exact sequence of story elements as they appear on the form, you should write your notes in the appropriate boxes. Immediately following the assessment, write your scores for each story element.

- Try to obtain an unaided retelling. Don't interrupt or ask questions, even if the child pauses for several seconds. If, however, the child doesn't continue the retelling, ask the questions on the Story Retelling Rubric (for example, "Who are the main characters?" "What is an important problem in the story?") to get the student started. If you offer the prompts, be sure to note that the retelling was aided.



### **Following the Assessment**

- Write the score (0, 1, 2, or 3) for each part of the assessment directly on the Story Retelling Rubric. Add up the scores to arrive at a total score.
- Refer to the Scoring Guide for Retellings on page 35 to find your students' probable developmental levels. Record the levels on the Class Record Form on page 79.

## **■ Assessing Written Story Retellings ■ (For Students at Writing Levels 4, 5, and 6)**



### **In Advance**



- Select an interesting short story that has a problem and resolution.
- Photocopy My Story Map on page 33 for your students.
- Have lined paper available for children to write their retellings.
- Photocopy the I Can Retell a Story self-assessment checklist on page 34 for each child.
- Photocopy the Story Retelling Rubric on page 35, one for each child.



Name \_\_\_\_\_ Date \_\_\_\_\_

Title of the Story: \_\_\_\_\_



# I Can Retell a Story



## Story Elements

Yes No

I told about how and where the story begins.

☐ ☐

I told about the important characters.

☐ ☐

I wrote about an important problem in the story.

☐ ☐

I wrote about the important things that happened  
in the story.

☐ ☐

I told how the problem was solved and how the  
story ended.

☐ ☐

I reread what I wrote. My retelling is complete.

☐ ☐

Adapted from a guide in *Reading Comprehension, Self-Monitoring Strategies to Develop Independent Readers* by Susan Mandel Glaser. Scholastic Professional Books, 1992.



Name \_\_\_\_\_

# A Plan for My Diorama



What my drawings will show . . .

What my stand-up figures will show . . .



Name \_\_\_\_\_ Date \_\_\_\_\_



## How Good Is My Diorama?



Directions: Make a check in the box to show your answer.

Yes No

**1** Did I show a \_\_\_\_\_.  
Setting

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

**2** Do my drawings and colors show what  
\_\_\_\_\_, \_\_\_\_\_  
elements in the setting  
look like?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

**3** Does my diorama have stand-up cut-outs or  
clay figures?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

**4** Do my stand-up figures show what  
\_\_\_\_\_, \_\_\_\_\_, and  
elements in the setting  
\_\_\_\_\_ look like?

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Something else I would like to tell you about my  
diorama . . . \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

## **Directions for Use of Grade Level Tally Sheet**

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit the completed Grade Level Tally Sheet (one per grade level) to the building administrator by the week of April 22.
6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the Catholic Schools Office by May 1.

# Grade Level Tally Sheet for Language Arts

## Grade 1 Assessment Task

### Read My Book

**School Name/City:**

**Assessment Date:**

**Total # Students Assessed:**

**Total # Students:**

**Directions:** Complete one sheet per grade level. Classroom teacher(s) must gather the results from the individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the week of April 22.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard
Inquiry				
Connection				
Creation				
Presentation				

## Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Numeric system that identifies the specific content statement
3. Content Statement
4. Nebraska Language Arts Standard Reference **(NE)**
5. Program Standard Reference **(PS)**
6. Level of Teacher Instruction:  
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce	<b>(I):</b>	To provide with a beginning knowledge or brief first experience. No assessment.
Develop	<b>(D):</b>	To progress from simple to more complex through practice. Check for understanding as needed.
Master	<b>(M):</b>	To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

**Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.**

# Archdiocese of Omaha Language Arts Content Checklist

## Primary Grades K-2

			Grade K	Grade 1	Grade 2
		<b>READING</b>			
	<b>1.1</b>	Read and write using a variety of word recognition strategies at grade one level:			
		- use phonics to read, write, and spell	I,D	M	
		- use phonics and word structure to read unfamiliar words and phrases		I	D
		- uses vocabulary knowledge to read unfamiliar words	I	D,M	
		- confirm the accuracy of their reading by using phonics and context clues ( <b>NE 1.1.1, 4.1.1</b> ; PS #1, 2, 3)	I	D,M	
	<b>1.2</b>	Demonstrate phonological awareness at grade one level:			
		- exhibit knowledge of letters and sounds	I,D	M	
		- identify lowercase and uppercase letters of the alphabet	I,D	M	
		- identify and generate rhyming words	I,D	M	
		- say the initial, final, and vowel sounds of simple one syllable words	I,D	M	
		- separate and blend sounds to read words ( <b>NE 1.1.2</b> ; PS #1, 2, 3)	I	D,M	
	<b>1.3</b>	Demonstrate the use of multiple strategies to increase vocabulary:			
		- identify syllables and use meanings associated with common prefixes, suffixes, and roots		I	D
		- identify and use antonyms, synonyms, compounds, homophones, and homographs		I	D
		- use a dictionary to learn and confirm word meanings ( <b>NE 4.1.2</b> ; PS #1, 2, 3)		I	D
	<b>1.4</b>	Demonstrate knowledge of the organization of print when reading and writing at grade one level:			
		- identify the front cover, back cover, title, author, title page of a book	I,D	M	
		- identify the table of contents, glossary, and index of a book		I	D
		- follow words from left to right and top to bottom on a printed page	I,D	M	
		- identify print (rather than pictures) as the feature being read	I,D	M	
		- identify roles of author and/or illustrator	I,D	M	
		- follow pages sequentially when reading a book ( <b>NE 1.13, 4.14</b> ; PS #1, 2)	I,D,M		
	<b>1.5</b>	Identify the resource appropriate for a specific purpose, and use the resource to locate information:			
		- use general reference materials (thesaurus, encyclopedia, atlas, telephone book, almanac)			I
		- use electronic resources (CD ROM, software programs, online resources)			I
		- use library resources (card and electronic catalog) ( <b>NE 4.1.4</b> ; PS #1, 2, 3)			I

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# Archdiocese of Omaha Language Arts Content Checklist

## Primary Grades K-2

		Grade K	Grade 1	Grade 2
	<b>READING</b> continued			
<b>1.6</b>	Read and demonstrate comprehension using a variety of strategies:			
	- make predictions based on title, cover illustrations, and text	I	D,M	
	- retell stories in sequence at grade one level (beginning, middle, end)	I	D,M	
	- identify important story element events ( main character, setting, events)	I	D,M	
	- identify important story elements (plot, problem, solution)	I	D,M	
	- connect what is read to real-life experiences (developing foundation for later literary analysis)	I	D,M	
	- recall details from fiction and nonfiction text	I	D,M	
	- distinguish between true and make-believe in literature	I	D,M	
	- choose books appropriate for their interests, purposes, and reading level	I	D,M	
	- define vocabulary from literary selections ( <b>NE 1.1.4</b> ; PS #1, 2, 3, 4)	I	D,M	
<b>1.7</b>	Demonstrate comprehension using a variety of strategies:			
	- identify purpose for reading, recall prior knowledge, and preview illustrations and headings to make predictions	I	D	D
	- distinguish between fact and opinion			I
	- identify biography and autobiography		I	D
	- identify and interpret information from diagrams, charts, and graphs	I	D	D
	- distinguish among common forms of literature such as fiction, nonfiction, poetry, and drama		I	D
	- identify characteristics of different types of fiction (folktales, fairytales, tall tales, realistic fictions, science fiction, historical fiction) ( <b>NE 4.1.3, 4.1.5, 4.1.7</b> ; PS #1, 2, 3, 4)		I	D
<b>1.8</b>	Respond to fiction and non-fiction text through writing, drawing and verbal responses:			
	- draw pictures or write sentences in response to selection (story map)	I,D	M	
	- read/listen to a variety of selections (including multicultural selections)	I	D,M	
	- discuss the meaning of the selection	I	D,M	
	- follow written directions		I	D
	- use appropriate voice level and intonation when speaking or reading aloud ( <b>NE 1.1.5, 4.1.7</b> ; PS #1, 2, 3, 4)	I	D,M	
<b>1.9</b>	Compare and contrast reading selections across geographic regions, cultures, and time periods ( <b>NE 4.1.8</b> ; PS #1, 2, 3, 4)			I

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# Archdiocese of Omaha Language Arts Content Checklist

## Primary Grades K-2

			Grade K	Grade 1	Grade 2
		<b>WRITING</b>			
	<b>2.1</b>	Print neatly and correctly:			
		- use appropriate starting points and strokes	I,D	M	
		- use a left to right, top to bottom progression	I,D	M	
		- use uppercase and lowercase letters with recognizable accuracy and comfort ( <b>NE 1.1.6</b> ; PS #2, 3)	I,D	M	
	<b>2.2</b>	Identify basic parts of a sentence: subject and predicate (PS #1, 2, 3, 4)		I	D
	<b>2.3</b>	Write about familiar experiences, people, objects or events communicating effectively:			
		- use correct spelling	I	D,M	
		- use correct grammar	I	D,M	
		- use correct capitalization	I	D,M	
		- use correct punctuation	I	D,M	
		- print full name correctly	I,D	M	
		- write a complete simple sentence using correct conventions ( <b>NE 1.1.7</b> ; PS #1, 2, 3, 4)	I	D,M	
	<b>2.4</b>	Write using standard English conventions:			
		- identify and use correct sentence structure, capitalization, punctuation, spelling, usage, and paragraph indentation			I
		- identify and use nouns, verbs, adjectives, and personal pronouns ( <b>NE 4.2.1</b> ; PS #1, 2, 3, 4)		I	D
	<b>2.5</b>	Identify four types of sentences: statement, question, exclamation, command (PS #1, 2, 3, 4)		I	D
	<b>2.6</b>	Write and edit paragraphs and compositions using standard English conventions:			
		- use a variety of strategies to generate and organize ideas		I	D
		- write one paragraph on a specific topic			I,D
		- write several paragraphs on the same topic			I
		- revise to improve writing using 6 Trait criteria		I	D
		- edit using standard English conventions		I	D
		- write compositions with a beginning, middle, and end			I
		- use legible cursive and manuscript writing and/or a word processor when publishing written work ( <b>NE 4.2.2, 4.2.3</b> ; PS #1, 2, 3, 4)			I
	<b>2.7</b>	Demonstrate the use of multiple forms to write for different audiences and purposes:			
		- write descriptive and narrative compositions about experiences, stories, people, objects, and events		I	D
		- write poems of varied forms			I
		- write friendly letters ( <b>NE 4.2.4</b> ; PS #1, 2, 3, 4)		I	D
	<b>2.8</b>	Write compositions with relevant and interesting details (PS #1, 2, 3, 4)			I
	<b>2.9</b>	Use self-generated questions, note taking, and summarizing while learning:			
		- record important ideas from information provided by others			I
		- use summarization methods including outlining and webbing ( <b>NE 4.2.5</b> ; PS #1, 2, 3, 4)			I

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# Archdiocese of Omaha Language Arts Content Checklist Primary Grades K-2

			Grade K	Grade 1	Grade 2
		<b>SPEAKING</b>			
	<b>3.1</b>	Speak in clear, complete, coherent sentences using standard English:			
		- share information, opinions, and tell stories	I,D	M	
		- ask questions to gain information	I	D,M	
		- describe people, places, things, location, size, color, shape, and action	I,D	M	
		- recite short poems, rhymes, and songs	I,D	M	
		- use the conversational skills of taking turns and staying on topic	I	D,M	
		- use appropriate voice level and intonation when speaking (NE 1.2.1; PS #1, 2, 3, 4)	I	D,M	
	<b>3.2</b>	Participate in group discussions by asking questions and contributing information and ideas:			
		- stay on topic or create appropriate transitions to new topics			I
		- contribute information and ask questions relevant to the topic discussed		I	D
		- use subject-related vocabulary in discussions			I
		- provide accurate directions (NE 4.3.1; PS #1, 2, 3, 4)			I
	<b>3.3</b>	Deliver organized oral presentations:			
		- prepare and give brief oral presentations			I
		- use adequate volume, eye contact, and clear enunciation (NE 4.3.2; PS #1, 2, 3, 4)			I
		<b>LISTENING</b>			
	<b>4.1</b>	Identify information gained and complete tasks through listening:			
		- follow one-step and two-step oral directions	I	D,M	
		- attend to speakers, teachers, classroom discussions, presentations, and demonstrations	I	D,M	
		- identify a purpose for listening	I	D,M	
		- ask for clarification when messages don't make sense (NE 1.3.1; PS #1, 2, 3)	I	D,M	
	<b>4.2</b>	Use active listening, showing consideration of others' contributions and discussions (NE 4.4.1; PS #1, 2, 3, 4)	I	D	D

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## Curriculum Guide Glossary

**Assessment** - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

**Essential Question** - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

**Essential Standards** - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

**Grade Level Tally Sheet** – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

**Guidelines** - Specific directions for students to follow as they complete the Assessment Task.

**Performance Assessment** - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

**Proficiency** - Having or demonstrating mastery of knowledge or skill in a particular area.

**Program Standards** - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

**Standards** - General expectations of academic excellence that indicate what a student should know and be able to do.

**Standards-based curriculum** – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

**Student Scoring Guide** - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

**Task** - An activity, exercise, or problem given to students to perform.

**Time Frame** - The recommended time allotted for students to complete the Assessment.

# Curriculum Guide Resource

## Time Line for Implementation

### ONGOING ACTIVITIES

#### ***Administrator's role:***

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

#### ***Teacher's role:***

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

### AUGUST

#### ***Administrator's role:***

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

#### ***Teacher's role:***

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

### SEPTEMBER

#### ***Administrator's role:***

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used, and determine Assessment dates for first semester Assessments. Discussion needs to begin on determining dates for the second semester Assessments as well.

**Teacher's role:**

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Report Assessment dates to the Key Person (grade level coordinator/curriculum coordinator) in charge of your level or the Key Person in your building.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.
- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

**OCTOBER****Administrator's role:**

- Contact the CSO for assistance as needed.
- In early October, receive Assessment dates from Key People (grade level coordinator/curriculum coordinator) and place in the school calendar.
- Share information with faculty checking progress; allow time for work in levels.

**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

**NOVEMBER****Administrator's role:**

- Share information with faculty checking for progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Allow time for teachers to work in levels.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Administer the first semester Assessment.

**DECEMBER****Administrator's role:**

- Collect Grade Level Tally Sheets from the faculty who administered an Assessment.
- Share information with faculty and allow time for work in levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- Meet with Level teachers to discuss student's ratings on first semester Assessments in order to plan for the rest of the year.
- Turn in Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the first semester Assessment and Student Scoring Guide to be used in the future.
- Place Student Scoring Guide in student's cumulative folder.

# Spring Semester Time Line

## ONGOING ACTIVITIES

### ***Administrator's role:***

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

### ***Teacher's role:***

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

## JANUARY

### ***Administrator's role:***

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Consider sending home communication to parents via newsletter briefly explaining the implementation of Standards, Curriculum, and Assessments.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used second semester.
- Remind faculty that the deadline for reporting to the building administrator is the week of April 22.

### ***Teacher's role:***

- If you have not done so yet, align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Work with Level teachers to schedule dates for the Assessment. Report Assessment dates to Key Person (grade level coordinator/curriculum coordinator) in charge in your building.
- If you have not done so yet, display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

## FEBRUARY

### ***Administrator's role:***

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Check with Key People (grade level coordinator/curriculum coordinator) on dates for the Assessments.
- Place Assessment dates in the school calendar.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of April 22.

**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

**MARCH****Administrator's role:**

- Share information with faculty checking progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of April 22.

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

**APRIL****Administrator's role:**

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of April 22.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the Catholic Schools Office by May 1.

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

**MAY****Administrator's role:**

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

**Teacher's role:**

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.



## Classroom Implementation Checklist

To be completed and discussed by teachers at a faculty or curriculum meeting

	1. The teacher has a copy of the Curriculum Guide and has studied the pages that pertain to his/her teaching assignment.
	2. Standards are posted and highly visible in the classroom. The Standards are expressed in language that the students understand.
	3. Samples of "exemplary" student work are displayed or shared with students.
	4. Teacher provides instruction of all guidelines prior to the Assessment.
	5. Student evaluation is completed according to the Standards and Student Scoring Guide criteria.
	6. Commonly used Standards, such as those for written expression, are reinforced in every subject area. In other words, "spelling always counts", even in math, science, music and every other discipline.
	7. The teacher provides feedback to students and parents about the quality of student work compared to the Standards, not compared to other students.
	8. The final question asked by the teacher at the end of a unit of instruction is not did students complete all the assignments and their homework, but rather, did they learn what they were supposed to learn, did they retain it over time, and can they use it in ways that demonstrate that transfer has occurred?
	9. Assessments will be completed, Student Scoring Guides marked and Grade Level Tally Sheets turned into the building administrator by the week of April 22.
	10. Student Scoring Guide will be placed in the individual student's cumulative folder.

## **Intermediate Grades 3-5**

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# **Intermediate Grades 3-5 Language Arts Essential Standards**

## **Standard #1: Inquiry**

Investigate and interpret information.

## **Standard #2: Connection**

Identify, explore, and explain relationships and meaning.

## **Standard #3: Structure**

Identify and organize components and patterns of language.

## **Standard #4: Creation**

Produce an original work to express an idea.

## Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the Language Arts Curriculum Guide to assist you with the terminology.

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. At the beginning of the school year, the teacher will have gone through the curriculum guide and mapped an instructional plan for the year based on the **Time Line for Implementation** found in the Language Arts Curriculum Guide. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are not graded on the Assessment; instead, they are rated for proficiency on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. Once successful instruction of the guidelines has taken place, the teacher will then assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

## Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

**It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.**

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Content” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Content”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each piece of identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

## Language Arts Grade 3 Assessment Task

### Title: It's a Weird, Wacky World

#### Teacher Notes:

- Teacher may need to pre-teach project ideas in Guideline #4.
- Model brainstorming technique for generating ideas from a different perspective.
- Model friendly letter writing and model brief oral presentations.
- Teacher resources are attached.
- Community is defined as home, school, or city.
- Refer to the Curriculum Guide Glossary found in this section of the Language Arts Curriculum Guide.
- Prewriting may include sharing children's literature showing different perspectives, i.e. Two Bad Ants and Motel of the Mysteries.
- Teacher may need to preteach the presentation criteria listed on the Student Scoring Guide.
- Optional Rubrics are included for the letter and presentation. Use Rubistar <http://rubistar.4teachers.org> if you wish to create a rubric for the projects.

# Language Arts Grade 3 Assessment Task

## Title: It's a Weird, Wacky World

**Program and Essential Standards:** 1, 2, 3, 4

**Recommended Administration Time:** 2<sup>nd</sup> Semester

*The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the week of April 22.*

**Suggested Time Frame:** 2 weeks

*(Refer to the Time Line for Implementation and the Curriculum Guide Glossary found within this section of the Language Arts Curriculum Guide.)*

**Essential Question:** How would I describe people, places, and situations in a community that is different than mine?

**Task:** What if an extraterrestrial landed on Earth in your community? Imagine all the weird, wacky people, places, things, and events it would notice. Now pretend you are that extraterrestrial whose task is to report back these observations to your home planet.

**Guidelines:**

### Writing Activity

1. *Prewriting:* With your class, brainstorm a list of ten topics (people, places, things, events) in your community that might interest an extraterrestrial. You may use two of these topics for your letter or two of your own ideas.
2. *Drafting:* Write one friendly letter (2 paragraphs) to your home planet that describes and focuses on 2 prewriting topics. Include relevant and interesting details in your letter. Must use correct letter writing format.
3. *Revising and Editing:* Make sure your writing is clear for your audience. Your final letter shows that you used 6 Trait Writing at the 3<sup>rd</sup> grade level.

### Project

4. Design an original detailed project based on your letter to inform your friends on your home planet about the community you are visiting and observing. Your project could be a diorama, poster, power point, mobile, diary, news article, etc. Your project must be neatly done.

### Presentation

5. Give a brief oral presentation (approximately 1 minute) showing your work using your letter and project. Communicate clearly by using adequate volume, eye contact, and clear enunciation.



## Language Arts Student Scoring Guide for Grade 3

### Assessment Task: It's a Weird, Wacky World

What if an extraterrestrial landed on Earth in your community? Imagine all the weird, wacky people, places, things, and events it would notice. Now pretend you are that extraterrestrial whose task is to report back these observations to your home planet.

Criteria	<u>Level 1</u> Does Not Meet Standard	<u>Level 2</u> Progressing Toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
<b>Structure</b>	<ul style="list-style-type: none"> <li>• Demonstrates none of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only one of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Correct friendly letter format used</li> <li>• Body of letter contains two paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates all criteria in Level 3, and letter contains more than two quality paragraphs</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than two of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only two of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Writes one friendly letter</li> <li>• Letter contains relevant and interesting details using two prewriting topics</li> <li>• Written work shows proficiency of 6 Trait writing at a third grade level</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates all criteria in Level 3, and letter contains a comparison of earth to the extraterrestrial's home planet</li> </ul>	
<b>Creation</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than three of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only three of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Project is neatly done</li> <li>• Project is based on letter</li> <li>• Project is original</li> <li>• Project is detailed</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates all criteria in Level 3, and project contains both visual and written components beyond the letter</li> </ul>	
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than two of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only two of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation is approximately one minute in length</li> <li>• Letter and project are used during presentation</li> <li>• Communicates clearly by using adequate volume, eye contact, and clear enunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates all criteria in Level 3, and student delivers presentation with confidence using appropriate pacing</li> </ul>	

List any modifications made:

# Teacher Resources

Grade 3

## Drafting Ideas for Grade 3 Language Arts Assessment

Use these ideas to get you started on your letter writing activity as you report back to your own planet.

- 👽 You won't believe the most amazing thing I noticed immediately when I landed...
- 👽 Humans use odd-looking contraptions to...
- 👽 Today I met a weird human called a 'teacher', who...
- 👽 When I visited \_\_\_\_\_ Elementary School,...
- 👽 Earthlings eat unusual things, like...
- 👽 I met another interesting person in the community...
- 👽 When I come home, I'm really going to miss...

## Recommended Reading Lists

Grade 4	Grade 5
And Then What Happened, Paul Revere?	A Castle in the Attic
Be a Perfect Person in Just Three Days	A Long Way From Chicago
Because of Winn Dixie	A Year Down Under
Best Christmas Pageant Ever	Bound for Oregon
Best School Year Ever	Bridge to Terabithia
Brightly of the Grand Canyon	Bud, Not Buddy
Charlie and the Chocolate Factory	Chasing Redbird
Frindle	Dear Mr. Henshaw
Gratefully Yours	Esperanza Rising
Henry and Beezus	Finding Buck McHenry
How to Eat Fried Worms	Flipped
Jackie & Me	Freedom Train
Justin and the Best Biscuits in the World	From the Mixed Up Files of Mrs. Basil E. Frankweiler
Mari Sandoz: Scribe of the Plains	Hatchet
Mick Harte Was Here	In the Year of the Board and Jackie Robinson
Misty of Chincoteague	James and the Giant Peach
My Daniel	Maniac Magee
Ramona the Pest	Many Moons
Sadako and the Paper Cranes	Midnight Rider
Sarah Plain and Tall	Mrs. Frisby and the Rats of NIMH
Shiloh	Night of the Twisters
Skylark	Number the Stars
Stone Fox	Old Yeller
Strider	On My Honor
Summer of the Swans	Ruby Holler
Tales of a Fourth Grade Nothing	Run Away Home
The Borrowers	Sign of the Beaver
The Hundred Dresses	Skellig
The War with Grandpa	The Birchback House
There's a Boy in the Girls' Bathroom	The Cabin Faced West
Tonight on the Titanic	The Captain's Dog
Trumpet of the Swans	The Family Under the Bridge
Wayside School is Falling Down	The Great Gilly Hopkins
Wizard of Oz	The Incredible Journey
	The Kid in the Red Jacket
	The Lion, the Witch and the Wardrobe
	The Report Card
	The Time Bike
	The Watsons Go to Birmingham
	The Whipping Boy
	Voyage of the Dawn Treader
	Who Stole the Wizard of Oz

# Optional Oral Presentation Rubric

## Grade 3 Assessment Task

### It's a Weird, Wacky World

Student Name: \_\_\_\_\_

Criteria	1	2	3	4	Results
<b>Preparedness</b>	<ul style="list-style-type: none"> <li>Student does not seem at all prepared to present.</li> </ul>	<ul style="list-style-type: none"> <li>The student is somewhat prepared, but it is clear that rehearsal was lacking.</li> </ul>	<ul style="list-style-type: none"> <li>Student seems pretty prepared but might have needed a couple more rehearsals.</li> </ul>	<ul style="list-style-type: none"> <li>Student is completely prepared and has obviously rehearsed.</li> </ul>	
<b>Volume</b>	<ul style="list-style-type: none"> <li>Volume often too soft to be heard by all audience members.</li> </ul>	<ul style="list-style-type: none"> <li>Volume is loud enough to be heard by all audience members at least 80% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Volume is loud enough to be heard by all audience members at least 90% of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Volume is loud enough to be heard by all audience members throughout presentation.</li> </ul>	
<b>Posture and Eye Contact</b>	<ul style="list-style-type: none"> <li>Slouches and/or does not look at people during presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes stands up straight and establishes eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>Stands up straight and establishes eye contact with everyone in the room during presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during presentation.</li> </ul>	
<b>Enthusiasm</b>	<ul style="list-style-type: none"> <li>Very little use of facial expressions or body language. Did not generate much interest in topic being presented.</li> </ul>	<ul style="list-style-type: none"> <li>Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.</li> </ul>	<ul style="list-style-type: none"> <li>Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.</li> </ul>	<ul style="list-style-type: none"> <li>Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.</li> </ul>	

List any modifications made:

# Optional Six Trait Writing Rubric for Grade 3

## Assessment Task: It's a Weird, Wacky World

Student Name: \_\_\_\_\_

Criteria	1	2	3	4	Points Earned	Comments
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Topic needs to be expanded. Many more specific details needed.</li> </ul>	<ul style="list-style-type: none"> <li>Focus of the letter needs to be clearer, and more specific details needed.</li> </ul>	<ul style="list-style-type: none"> <li>Letter is informative with a clear focus. More specific details needed.</li> </ul>	<ul style="list-style-type: none"> <li>Letter is informative with a clear focus and specific details.</li> </ul>		
<b>Organization</b>	<ul style="list-style-type: none"> <li>Beginning, middle, and ending needed sequencing. Transitions needed.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning, middle, or ending is weak. More transitions needed.</li> </ul>	<ul style="list-style-type: none"> <li>Body of the letter is divided into a beginning, a middle, and an ending. Some transitions used.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning is interesting. The middle supports the focus. The ending works well. Transitions used.</li> </ul>		
<b>Voice</b>	<ul style="list-style-type: none"> <li>Voice sounds unsure.</li> </ul>	<ul style="list-style-type: none"> <li>Voice sometimes sounds unsure.</li> </ul>	<ul style="list-style-type: none"> <li>Voice sounds well informed most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Voice sounds knowledgeable and confident.</li> </ul>		
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>General or missing words make this letter hard to understand.</li> </ul>	<ul style="list-style-type: none"> <li>Too many general words are used. Specific nouns and verbs are needed. Some words need to be defined.</li> </ul>	<ul style="list-style-type: none"> <li>Some nouns and verbs could be more specific. Unfamiliar terms are defined.</li> </ul>	<ul style="list-style-type: none"> <li>Specific nouns and action verbs make the letter clear and informative. Unfamiliar terms are defined.</li> </ul>		
<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>Many sentences are choppy or incomplete and need to be rewritten.</li> </ul>	<ul style="list-style-type: none"> <li>Many short, choppy sentences need to be combined to make a better variety of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Most sentences read smoothly, but more variety needed.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences read smoothly. A variety of sentences used.</li> </ul>		
<b>Expository Ideas</b>	<ul style="list-style-type: none"> <li>Many errors make the letter confusing and hard to read.</li> </ul>	<ul style="list-style-type: none"> <li>Some errors cause confusion.</li> </ul>	<ul style="list-style-type: none"> <li>Letter has several errors in punctuation, spelling, or grammar.</li> </ul>	<ul style="list-style-type: none"> <li>Letter has few minor errors in punctuation, spelling, or grammar.</li> </ul>		

**Comments**

Total Points	
Possible Points	24
Grade	

## **Directions for Use of Grade Level Tally Sheet**

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit the completed Grade Level Tally Sheet (one per grade level) to the building administrator by the week of April 22.
6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the Catholic Schools Office by May 1.

# Grade Level Tally Sheet for Language Arts

## Grade 3 Assessment Task

### It's a Weird, Wacky World

**School Name/City:**

**Assessment Date:**

**Total # Students Assessed:**

**Total # Students:**

**Directions:** Complete one sheet per grade level. Classroom teacher(s) must gather the results from the individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the week of April 22.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard
Structure				
Content				
Creation				
Presentation				

## Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Numeric system that identifies the specific content statement
3. Content Statement
4. Nebraska Language Arts Standard Reference **(NE)**
5. Program Standard Reference **(PS)**
6. Level of Teacher Instruction:  
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce	<b>(I):</b>	To provide with a beginning knowledge or brief first experience. No Assessment.
Develop	<b>(D):</b>	To progress from simple to more complex through practice. Check for understanding as needed.
Master	<b>(M):</b>	To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

**Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.**



# Archdiocese of Omaha Language Arts Content Checklist Intermediate Grades 3-5

			Grade 3	Grade 4	Grade 5
		<b>READING</b>			
	<b>1.1</b>	Demonstrate the use of multiple strategies in reading unfamiliar words and phrases:			
		- use phonics and word structures to read, write, and spell unfamiliar words and phrases	<b>D</b>	<b>M</b>	
		- use context clues to confirm the accuracy of reading at grade four level ( <b>NE 4.1.1</b> ; PS #2, 3)	<b>I,D</b>	<b>M</b>	
	<b>1.2</b>	Identify and use multiple strategies to increase vocabulary:			
		- prefixes, suffixes, roots	<b>D</b>	<b>M</b>	
		- antonyms, synonyms	<b>M</b>		
		- compounds, homophones, homographs	<b>D</b>	<b>M</b>	
		- use a dictionary to define and confirm word meanings ( <b>NE 4.1.2</b> ; PS #1, 2)	<b>D</b>	<b>M</b>	
	<b>1.3</b>	Identify main idea and supporting details:			
		- literal and inferential questions	<b>I,D</b>	<b>M</b>	
		- interpretive and critical questions	<b>I,D</b>	<b>M</b>	
		- identify purpose for reading, recall prior knowledge and preview illustrations and headings to make predictions	<b>D</b>	<b>M</b>	
		- interpret information from diagrams, charts, and graphs ( <b>NE 4.1.3</b> ; PS #1, 2)	<b>M</b>		
	<b>1.4</b>	Use the main idea and supporting details to evaluate reading:			
		- evaluate information for relevance and accuracy			<b>I</b>
		- scan and skim to locate main idea and specific details			<b>I,D</b>
		- make inferences and predictions ( <b>NE 8.1.1</b> ; PS #1, 2)			<b>I,D</b>
	<b>1.5</b>	Identify the resource appropriate for a specific purpose and use the resource to locate information:			
		- use general reference materials to access information (dictionary, thesaurus, encyclopedia, atlas, telephone book, almanac)	<b>D</b>	<b>M</b>	
		- use electronic resources (CD-ROM, software programs, online resources)	<b>D</b>	<b>M</b>	
		- use library resources (card and electronic catalog)	<b>D</b>	<b>M</b>	
		- identify and use parts of a book ( <b>NE 4.1.4</b> ; PS #1, 3)	<b>D</b>	<b>M</b>	
	<b>1.6</b>	Use multimedia resources and technology ( <b>NE 8.1.2</b> ; PS #1, 2)			<b>I,D</b>
	<b>1.7</b>	Identify and use characteristics to classify different types of text:			
		- fiction, non-fiction	<b>M</b>		
		- poetry	<b>M</b>		
		- drama	<b>D</b>	<b>M</b>	
		- folktales, tall tales, fairy tales	<b>D</b>	<b>M</b>	
		- realistic fiction, science fiction	<b>D</b>	<b>M</b>	
		- identify characteristics of different types of non-fiction, biography, autobiography, informational text ( <b>NE 4.1.5</b> ; PS #1, 2, 3)	<b>D</b>	<b>M</b>	
	<b>1.8</b>	Identify and classify different types of text:			
		- historical fiction, novels			<b>I,D</b>
		- legend, myth, fantasy			<b>I</b>
		- identify different kinds of poetry ( <b>NE 8.1.3</b> ; PS #1, 2, 3)			<b>I</b>

<p><b>Introduce (I):</b> To provide with a beginning knowledge or brief first experience. No assessment.</p> <p><b>Develop (D):</b> To progress from simple to more complex through practice. Check for understanding as needed.</p> <p><b>Master (M):</b> To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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# Archdiocese of Omaha Language Arts Content Checklist Intermediate Grades 3-5

			Grade 3	Grade 4	Grade 5
		<b>READING</b> continued			
	<b>1.9</b>	Identify and apply knowledge of the structure, elements, and literary techniques to analyze fiction:			
		- identify the structure (beginning, middle, and end) in a fictional piece	I,D	M	
		- identify the elements (plot, setting, characters, problem, solution)	I,D	M	
		- identify simile, metaphor	I,D	M	
		- identify onomatopoeia, alliteration	I,D	M	
		- identify idioms, hyperbole ( <b>NE 4.16</b> ; PS #1, 2, 3)	I,D	M	
	<b>1.10</b>	Apply knowledge of structures, elements, and literary techniques to analyze fiction:			
		- identify point of view in a story			I,D
		- identify and analyze conflict		I	D
		- personification			I
		- describe how character traits and values determine conflict resolution ( <b>NE 8.1.4</b> ; PS #1, 2, 3)			I,D
	<b>1.11</b>	Identify and apply knowledge of the structure and organizational elements to analyze nonfiction or informational text:			
		- question/answer	I,D	D,M	
		- cause/effect	I,D	M	
		- sequence	I,D	M	
		- comparison/contrast	I,D	M	
		- problem, solution	I,D	M	
		- description	I,D	M	
		- headings, subheadings	I,D	M	
		- italics, bold print	I,D	M	
		- captions	I,D	M	
		- formulate how, why, and what-if questions	I,D	M	
		- distinguish between fact and opinion	D	M	
		- follow written directions ( <b>NE 4.1.7</b> ; PS #1, 2, 3)	M		
	<b>1.12</b>	Apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text:			
		- diagrams, graphs, charts, tables	I,D	M	
		- illustrations, cartoons ( <b>NE 8.1.5</b> ; PS #1, 2, 3)			I,D
	<b>1.13</b>	Identify similarities and differences in reading selections:			
		- compare and contrast reading selections across geographic regions, cultures, and time periods	D	M	
		- compare and contrast reading selections to students' present day lives	I,D	M	
		- recall basic details from fiction and non-fiction	I,D	M	
		- define vocabulary from literary selections	I,D	M	
		- identify purpose for reading and access prior knowledge ( <b>NE 4.1.8</b> ; PS #1, 2, 3)	I,D	M	
	<b>1.14</b>	Read aloud clearly and distinctly (PS #3, 4)	I	D	M

<p>Introduce (<b>I</b>): To provide with a beginning knowledge or brief first experience. No assessment.</p> <p>Develop (<b>D</b>): To progress from simple to more complex through practice. Check for understanding as needed.</p> <p>Master (<b>M</b>): To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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# Archdiocese of Omaha Language Arts Content Checklist Intermediate Grades 3-5

			Grade 3	Grade 4	Grade 5
		<b>WRITING</b>			
	<b>2.1</b>	Write using standard English conventions:			
		- identify and use correct sentence structure, capitalization, punctuation, spelling, usage, and paragraph indentation	<b>D</b>	<b>M</b>	
		- identify and use nouns, verbs, personal pronouns, adjectives, articles ( <b>NE 4.2.1</b> ; PS #2, 3)	<b>D</b>	<b>M</b>	
	<b>2.2</b>	Write using standard English conventions for sentence structure and usage:			
		- use a variety of sentence structures, compound and complex			<b>I,D</b>
		- identify adverbs, prepositions, interjections, conjunctions ( <b>NE 8.2.1</b> ; PS #2, 3)			<b>I</b>
	<b>2.3</b>	Identify the subject and predicate as basic parts of a sentence (PS #1, 2, 3)	<b>D</b>	<b>D</b>	<b>M</b>
	<b>2.4</b>	Identify the four types of sentences: imperative, declarative, interrogative, exclamatory (PS #1, 2, 3)	<b>M</b>		
	<b>2.5</b>	Write one paragraph on a specific topic (PS #1, 2, 3, 4)	<b>M</b>		
	<b>2.6</b>	Write paragraphs with focus, related ideas and supporting details:			
		- use a variety of strategies to generate and organize ideas	<b>D</b>	<b>M</b>	
		- write several paragraphs on the same topic	<b>D</b>	<b>M</b>	
		- write compositions with a beginning, middle, and end ( <b>NE 4.2.2</b> ; PS 1, 2, 3, 4)	<b>D</b>	<b>M</b>	
	<b>2.7</b>	Select and narrow an appropriate topic ( <b>NE 8.2.2</b> ; PS #1, 2, 4)			<b>I</b>
	<b>2.8</b>	Revise and edit narrative compositions:			
		- edit using standard English conventions	<b>D</b>	<b>M</b>	
		- use legible cursive writing and manuscript and/or a word processor when publishing written work	<b>D</b>	<b>M</b>	
		- use 6 Trait criteria to evaluate and revise writing ( <b>NE 4.2.3</b> ; PS #1, 2, 3)	<b>D,M</b>		
	<b>2.9</b>	Demonstrate the use of multiple forms to write for different audiences and purposes:			
		- write descriptive and narrative compositions about experiences, stories, people, objects, and events	<b>M</b>		
		- write poems of varied forms	<b>D</b>	<b>M</b>	
		- write friendly letters ( <b>NE 4.2.4</b> ; PS #1, 2, 3, 4)	<b>M</b>		
	<b>2.10</b>	Write compositions with relevant and interesting details (PS #1, 2, 3, 4)	<b>D,M</b>		
	<b>2.11</b>	Write for different purposes:			
		- persuasive composition, explanatory composition			<b>I</b>
		- compare/contrast composition, summary ( <b>NE 8.2.4</b> ; PS #1, 2, 3, 4)			<b>I,D</b>
	<b>2.12</b>	Create a formal outline as a prewriting strategy (PS #1, 3, 4)		<b>I</b>	<b>D</b>
	<b>2.13</b>	Use self-generated questions, note taking, and summarizing while learning:			
		- record important ideas from information provided by others	<b>D,M</b>		
		- use summarization methods including outlining and webbing ( <b>NE 4.2.5</b> ; PS #1, 2, 3, 4)	<b>D,M</b>		
	<b>2.14</b>	Cite resources ( <b>NE 8.2.5</b> ; PS #1, 3, 4)			<b>I</b>

<p><b>Introduce (I):</b> To provide with a beginning knowledge or brief first experience. No assessment.</p> <p><b>Develop (D):</b> To progress from simple to more complex through practice. Check for understanding as needed.</p> <p><b>Master (M):</b> To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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## Archdiocese of Omaha Language Arts Content Checklist Intermediate Grades 3-5

			Grade 3	Grade 4	Grade 5
		<b>SPEAKING</b>			
	<b>3.1</b>	Participate in group discussions by asking questions and contributing information and ideas:			
		- contribute information and ask questions relevant to the topic discussed	<b>D</b>	<b>M</b>	
		- use subject-related vocabulary in discussions	<b>D</b>	<b>M</b>	
		- provide accurate directions	<b>D</b>	<b>M</b>	
		- stay on topic or create appropriate transitions to new topics	<b>D</b>	<b>M</b>	
		- gain the floor in appropriate ways ( <b>NE 4.3.1</b> ; PS #1, 4)	<b>I</b>	<b>D,M</b>	
	<b>3.2</b>	Practice rules for group discussions and take leadership and participant roles ( <b>NE 8.3.1</b> ; PS #1, 2)			<b>I,D</b>
	<b>3.3</b>	Deliver organized oral presentations:			
		- prepare and give brief oral presentations	<b>D,M</b>		
		- use adequate volume, eye contact, and clear enunciation ( <b>NE 4.3.2</b> ; PS #1, 2, 3, 4)	<b>D,M</b>		
	<b>3.4</b>	Cite sources when speaking ( <b>NE 8.3.2</b> ; PS #3, 4)			<b>I</b>
		<b>LISTENING</b>			
	<b>4.1</b>	Identify information gained and complete tasks through listening:			
		- listen to and follow multiple-step oral directions	<b>I,D</b>	<b>M</b>	
		- use active listening, showing consideration of others' contributions to discussions ( <b>NE 4.4.1</b> ; PS #1, 2, 3)	<b>M</b>		
	<b>4.2</b>	Apply information gained and complete tasks through listening:			
		- listen to generate questions, take notes, and summarize information			<b>I,D</b>
		- ask for clarification when messages do not make sense ( <b>NE 8.4.1</b> ; PS #1, 2)			<b>I,D</b>

<p><b>Introduce (I):</b> To provide with a beginning knowledge or brief first experience. No assessment.</p> <p><b>Develop (D):</b> To progress from simple to more complex through practice. Check for understanding as needed.</p> <p><b>Master (M):</b> To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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## Curriculum Guide Glossary

**Assessment** - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

**Essential Question** - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

**Essential Standards** - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

**Grade Level Tally Sheet** – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

**Guidelines** - Specific directions for students to follow as they complete the Assessment Task.

**Performance Assessment** - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

**Proficiency** - Having or demonstrating mastery of knowledge or skill in a particular area.

**Program Standards** - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

**Standards** - General expectations of academic excellence that indicate what a student should know and be able to do.

**Standards-based curriculum** – A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

**Student Scoring Guide** - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

**Task** - An activity, exercise, or problem given to students to perform.

**Time Frame** - The recommended time allotted for students to complete the Assessment.

# Curriculum Guide Resource

## Time Line for Implementation

### ONGOING ACTIVITIES

#### ***Administrator's role:***

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

#### ***Teacher's role:***

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

### AUGUST

#### ***Administrator's role:***

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

#### ***Teacher's role:***

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

### SEPTEMBER

#### ***Administrator's role:***

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used, and determine Assessment dates for first semester Assessments. Discussion needs to begin on determining dates for the second semester Assessments as well.

**Teacher's role:**

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Report Assessment dates to the Key Person (grade level coordinator/curriculum coordinator) in charge of your level or the Key Person in your building.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.
- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

**OCTOBER****Administrator's role:**

- Contact the CSO for assistance as needed.
- In early October, receive Assessment dates from Key People (grade level coordinator/curriculum coordinator) and place in the school calendar.
- Share information with faculty checking progress; allow time for work in levels.

**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

**NOVEMBER****Administrator's role:**

- Share information with faculty checking for progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Allow time for teachers to work in levels.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Administer the first semester Assessment.

**DECEMBER****Administrator's role:**

- Collect Grade Level Tally Sheets from the faculty who administered an Assessment.
- Share information with faculty and allow time for work in levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- Meet with Level teachers to discuss student's ratings on first semester Assessments in order to plan for the rest of the year.
- Turn in Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the first semester Assessment and Student Scoring Guide to be used in the future.
- Place Student Scoring Guide in student's cumulative folder.

# Spring Semester Time Line

## ONGOING ACTIVITIES

### ***Administrator's role:***

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

### ***Teacher's role:***

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

## JANUARY

### ***Administrator's role:***

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Consider sending home communication to parents via newsletter briefly explaining the implementation of Standards, Curriculum, and Assessments.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used second semester.
- Remind faculty that the deadline for reporting to the building administrator is the week of April 22.

### ***Teacher's role:***

- If you have not done so yet, align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Work with Level teachers to schedule dates for the Assessment. Report Assessment dates to Key Person (grade level coordinator/curriculum coordinator) in charge in your building.
- If you have not done so yet, display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

## FEBRUARY

### ***Administrator's role:***

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Check with Key People (grade level coordinator/curriculum coordinator) on dates for the Assessments.
- Place Assessment dates in the school calendar.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of April 22.



**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

**MARCH****Administrator's role:**

- Share information with faculty checking progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of April 22.

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

**APRIL****Administrator's role:**

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of April 22.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the Catholic Schools Office by May 1.

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

**MAY****Administrator's role:**

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

**Teacher's role:**

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

## Classroom Implementation Checklist

To be completed and discussed by teachers at a faculty or curriculum meeting

	1. The teacher has a copy of the Curriculum Guide and has studied the pages that pertain to his/her teaching assignment.
	2. Standards are posted and highly visible in the classroom. The Standards are expressed in language that the students understand.
	3. Samples of "exemplary" student work are displayed or shared with students.
	4. Teacher provides instruction of all guidelines prior to the Assessment.
	5. Student evaluation is completed according to the Standards and Student Scoring Guide criteria.
	6. Commonly used Standards, such as those for written expression, are reinforced in every subject area. In other words, "spelling always counts", even in math, science, music and every other discipline.
	7. The teacher provides feedback to students and parents about the quality of student work compared to the Standards, not compared to other students.
	8. The final question asked by the teacher at the end of a unit of instruction is not did students complete all the assignments and their homework, but rather, did they learn what they were supposed to learn, did they retain it over time, and can they use it in ways that demonstrate that transfer has occurred?
	9. Assessments will be completed, Student Scoring Guides marked and Grade Level Tally Sheets turned into the building administrator by the week of April 22.
	10. Student Scoring Guide will be placed in the individual student's cumulative folder.

# MIDDLE SCHOOL GRADES 6-8

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# **Middle School Grades 6-8 Language Arts Essential Standards**

## **Standard #1: Inquiry**

Assemble information and evaluate its relevance.

## **Standard #2: Connection**

Classify and appraise relationships and meaning.

## **Standard #3: Structure**

Implement the use of a template to fashion written and oral compositions.

## **Standard #4: Creation**

Compose products that apply language skills for a specific purpose.

## Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the Language Arts Curriculum Guide to assist you with the terminology.

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. At the beginning of the school year, the teacher will have gone through the curriculum guide and mapped an instructional plan for the year based on the **Time Line for Implementation** found in the Language Arts Curriculum Guide. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are not graded on the Assessment; instead, they are rated for proficiency on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. Once successful instruction of the guidelines has taken place, the teacher will then assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

## Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

**It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.**

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Content” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Content”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each piece of identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

# Language Arts Grade 7 Assessment Task

## Title: Book Quest

### Teacher Notes:

- Break this task up into manageable pieces.
- Encourage critical reading throughout first semester.
- Teacher resources are attached.
- If you are not comfortable allowing your students to choose any book, you could create a list of approved books you are already familiar with for your students to choose from. A suggested reading list is included in this section.
- Persuasive sources: [www.geocities.com/soho/atrium/1437/eval.html](http://www.geocities.com/soho/atrium/1437/eval.html)
- Refer to the Curriculum Guide Glossary found within this section of the Language Arts Curriculum Guide.



# Language Arts Grade 7 Assessment Task

## Title: Book Quest

**Program and Essential Standards:** 1, 2, 3, 4

**Recommended Administration Time:** 7<sup>th</sup> Grade 3<sup>rd</sup> Quarter

*The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the week of April 22.*

**Suggested Time Frame:** 9 weeks (includes allowance for independent reading, and 2 weeks of class time)

*(Refer to the Time Line for Implementation and Curriculum Guide Glossary found within this section of the Language Arts Curriculum Guide.)*

**Essential Question:** How can I use the skill of persuasion to convince others that my favorite book is curriculum-worthy while demonstrating an understanding of literary elements?

**Task:** Create a portfolio which includes all the elements listed in the guidelines to persuade your teacher to add one of your favorite novels to the curriculum.

**Guidelines:**

1. Choose and get teacher approval for a novel that is school and age appropriate.
2. Show (and define) the elements of literature as they apply to your book:
  - Diagram the plot (1.6; 1.11)
  - Define and give three examples of figurative language (1.6)
  - Give three examples of types and resolutions of conflicts (try to include both internal and external) (1.6)
  - Identify the point of view and cite an example to prove your point (1.6)
  - Define characterization and give an example to show which method for revealing the character is used (1.6; 1.10)
  - Define the setting and explain its effect on the novel (1.6)
3. Write a five paragraph persuasive essay in letter form to the teacher to convince him/her of the importance of including the novel in the curriculum. Include title and author. Incorporate 6 Trait writing skills. (2.2; 2.3; 2.4)

Student Name: \_\_\_\_\_ Assessment Completion Date: \_\_\_\_\_

## Language Arts Student Scoring Guide for Grade 7

### Assessment Task: Book Quest

Create a portfolio which includes all the elements listed in the guidelines to persuade your teacher to add one of your favorite novels to the curriculum.

Criteria	<u>Level 1</u> Does Not Meet Standard	<u>Level 2</u> Progressing Toward Standard	<u>Level 3</u> Meets Standard	<u>Level 4</u> Exceeds Standard	Results
<b>Inquiry</b>	<ul style="list-style-type: none"> <li>• Demonstrates none of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only one of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly defines elements of literature that apply to your book</li> <li>• Obtains teacher approval for novel</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, student includes literary terms not specifically required</li> </ul>	
<b>Connection</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than five of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates five of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Diagrams plot</li> <li>• Gives 3 examples of figurative language</li> <li>• Gives 3 examples of types and resolutions of conflicts</li> <li>• Identifies point-of-view and cites an example</li> <li>• Defines characterization and gives example to show which method for revealing the character is used</li> <li>• Defines the setting and explains its effect on the novel</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, student draws personal connections to the novel, setting and/or characters</li> </ul>	
<b>Structure</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than four of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only four of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes format of 5 paragraph essay</li> <li>• Letter is persuasive in nature</li> <li>• Utilizes letter format</li> <li>• Shows 6 Trait Writing proficiency</li> <li>• Title and author are included</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, student writing exhibits exceptional skill in word choice</li> </ul>	

List any modifications made:

# Teacher Resources

Grade 7

## Worksheet Template for Guideline 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Using a separate sheet of paper, diagram the plot. Be sure to include primary conflict(s), rising action, climax, falling action and resolution.
2. Give examples of the types of conflict and how each is resolved. Include at least one internal (character vs. self) and one external (character vs. nature/other characters or society/supernatural).
3. Identify and explain the point of view used in your book. Cite an example to prove your point.
4. Define characterization and give an example to show which method is used.
5. Define setting and explain its impact on the novel.
6. List and define at least 3 types of figurative language and give examples of each from the book. Be sure to include the page number beside each example.

**Grade 7**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Plot Diagram

Title: \_\_\_\_\_

**Major Characters:**

**Climax:**

10. \_\_\_\_\_
9. \_\_\_\_\_
8. \_\_\_\_\_
7. \_\_\_\_\_
6. \_\_\_\_\_
5. \_\_\_\_\_
4. \_\_\_\_\_
3. \_\_\_\_\_
2. \_\_\_\_\_
1. \_\_\_\_\_

**Events: Rising Action**

**Falling Action**

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_

**Setting:**

**Conflict:**

**Resolution:**

**Author's Theme:**

(adjust as necessary)

## Grade 7

### Persuasive Essay/Letter Format for Grade 7 Language Arts Assessment

Heading  
Your street address  
Your city, state & Zip

The date you wrote  
the letter

Inside address  
The name & address  
of the person you are  
writing to. Use title  
such as Mr. and Mrs.,  
and include  
person's title

Greeting ending with  
a colon

Body: Do not indent  
the paragraphs, skip a  
line between

Closing followed by  
a comma  
Signature  
Type/Print name  
below the signature

1794 South Hillside Avenue  
Anytown, NE 63122

March 30, 2006

Mrs. Ellen Finkelstein  
7<sup>th</sup> Grade Teacher  
St. Katherine Drexel School  
2192 Claymore Street  
Anytown, NE 63122

Dear Mrs. Finkelstein:

Paragraph 1: Introductory paragraph

Thesis Sentence/ Topic Sentence- tells what your letter is about

1<sup>st</sup> idea

2<sup>nd</sup> idea

3<sup>rd</sup> idea

Closing Sentence

Paragraph 2: Body paragraph 1:

1<sup>st</sup> idea topic sentence

4-6 sentences of explanation, details, reasons, examples, etc.

Closing sentence

Paragraph 3: Body paragraph 2:

2<sup>nd</sup> idea topic sentence

4-6 sentences of explanation, details, reasons, examples, etc.

Closing sentence

Paragraph 4: Body paragraph 3:

3<sup>rd</sup> idea topic sentence

4-6 sentences of explanation, details, reasons, examples, etc.

Closing sentence

Paragraph 5: Closing paragraph

Restate thesis sentence

Restate 1<sup>st</sup> idea

Restate 2<sup>nd</sup> idea

Restate 3<sup>rd</sup> idea

Closing sentence for the whole letter- should have some punch- be  
memorable!

Sincerely,  
*Matilda Smith*  
Matilda Smith

# Optional Persuasive Writing Rubric for Grade 7

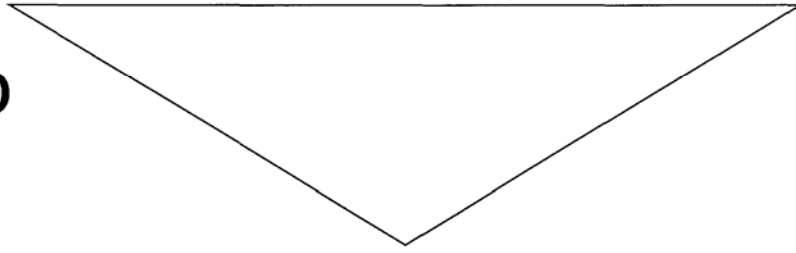
## Assessment Task: Book Quest

Student Name \_\_\_\_\_

Attribute	1	2	3	4	Results
<b>Ideas</b>	The opinion statement is unclear. Persuasive reasons are needed.	The opinion statement is clear. More persuasive reasons are needed.	The opinion statement is clear, and most reasons support the opinion.	The essay has a clear opinion statement. Persuasive reasons support the opinion.	
<b>Organization</b>	The beginning, middle, and ending run together.	The writing has a beginning, middle, and ending, but two of those parts are weak.	The writing has a clear beginning, middle, and ending, but one of those parts needs to be strengthened.	The beginning contains the opinion statement. The middle provides clear support. The ending reinforces the opinion.	
<b>Voice</b>	The voice rambles on and lacks confidence.	The voice needs to be more confident and persuasive.	The voice is confident, but it needs to be more persuasive.	The voice is confident and persuasive.	
<b>Word Choice</b>	The words do not create a clear message.	More precise and accurate words are needed to create a clear message.	Accurate words create a message. More persuasive words are needed.	Precise words create a clear message and fit the purpose.	
<b>Sentence Fluency</b>	Most of the sentences begin the same way. Most sentences are simple. Some compound and complex sentences are needed.	Varied sentence beginnings are needed. Sentence variety would make the essay more interesting.	Varied sentence beginnings are used. Sentence variety would make the essay more interesting to read.	Variety is seen in both the types of sentences and their beginnings.	
<b>Conventions</b>	Frequent errors make the essay difficult to read.	Some errors cause confusion.	Grammar and punctuation errors are seen in a few sentences and are distracting where they appear.	Grammar and punctuation errors are few and are not distracting.	

List any modifications made:

**INTRO**



**BODY**

Paragraph #1

--

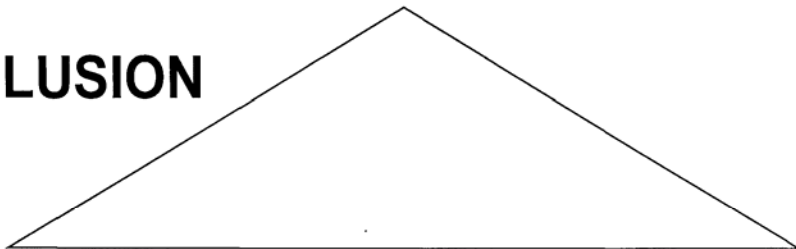
Paragraph #2

--

Paragraph #3

--

**CONCLUSION**



<b>Figurative Language Awards Bookmark</b>	
Name: _____	_____
Title: _____	_____
List the page number and a brief reminder of the figurative language you find as you read.	
Simile	_____
p. _____	_____
p. _____	_____
p. _____	_____
p. _____	_____
Metaphor	_____
p. _____	_____
p. _____	_____
p. _____	_____
p. _____	_____
Personification	_____
p. _____	_____
p. _____	_____
p. _____	_____
p. _____	_____
Copyright 2003, NCTE/TRA. All Rights Reserved.	

<b>Figurative Language Awards Bookmark</b>	
Name: _____	_____
Title: _____	_____
List the page number and a brief reminder of the figurative language you find as you read.	
Simile	_____
p. _____	_____
p. _____	_____
p. _____	_____
p. _____	_____
Metaphor	_____
p. _____	_____
p. _____	_____
p. _____	_____
p. _____	_____
Personification	_____
p. _____	_____
p. _____	_____
p. _____	_____
p. _____	_____
Copyright 2003, NCTE/TRA. All Rights Reserved.	

<b>Figurative Language Awards Bookmark</b>	
Name: _____	_____
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p. _____	_____
p. _____	_____
p. _____	_____
Metaphor	_____
p. _____	_____
p. _____	_____
p. _____	_____
p. _____	_____
Personification	_____
p. _____	_____
p. _____	_____
p. _____	_____
p. _____	_____
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[illegible]

[illegible]

[illegible]

## Grade 7

### Literary Terms

**Alliteration** – The repetition of the same or very similar consonant sounds in words that are close together.

**Characterization** – The process of revealing the personality of a character in a story. A writer can reveal a character in the following ways:

1. by letting the reader hear the character speak
2. by describing how the character looks and dresses
3. by letting the reader listen to the character's inner thoughts and feelings
4. by revealing what other people in the story think or say about the character
5. by showing the reader what the character does – how he or she acts
6. by telling the reader directly what the character's personality is like (cruel, kind, sneaky, brave, and so on).

**Conflict** – A struggle or clash between opposing characters or opposing forces.

**Figure of Speech** – A word or phrase that describes one thing in terms of something else and is not literally true.

**Metaphor** – An imaginative comparison between two unlike things in which one thing is said to be another thing.

**Onomatopoeia** – The use of words with sound that echo their sense.

**Plot** – The series of related events that make up a story.

**Point of View** – The vantage point from which a story is told.

**Setting** – The time and place in which the events of a work of literature take place.

**Simile** – A comparison between two unlike things, using a word such as *like*, *as*, *than*, or *resembles*.

## Grade 7

### Six Traits of Writing – What Teachers Value in Writing

Taken from: Spandel, Vicki.  
*Creating Writers; fourth edition.* Pearson Education: 2005.

#### Ideas

It's clear-makes sense  
Writer narrows topic to manageable size  
Steady focus on one main message – or several key messages  
Information teaches me something, holds my interest  
A fresh, original perspective  
Important, telling details that go beyond common knowledge  
Absence of 'filler' (unnecessary information)

#### Organization

Seizes my attention with an inviting lead  
Starts somewhere and goes somewhere, builds to something  
Provides connections-section to section, detail to detail, beginning to end  
Well paced, spending time where it matters  
Like a good road map, easy to follow  
Doesn't just stop-has a sense of resolution or completion  
Doesn't end with 'Then I woke up, and it was all a dream'  
Doesn't end with a redundant, banal, or preachy summary: "Now you know the three reasons why we must all join the war on drugs"

#### Voice

Sounds like a person wrote it, not a committee  
Writer seems engaged, involved with topic  
Sounds like *this* particular writer  
Brings topic to life  
Speaks to me-shows writer to reader connection  
Individual-sounds like this writer and no other  
Makes me respond-I laugh, smile, cry, wince, get the chills  
Shows energy, life spontaneity, confidence

#### Word Choice

Memorable moments-"just right" words  
Words and phrases I wish I'd thought of myself  
Creates word pictures  
Wording is accurate, precise, and enlightening  
Every word or phrase is crystal clear  
Strong verbs  
Simple language used well  
Repeats words only as necessary-or for effect  
Uses language to inform or entertain-not to impress

#### Sentence Fluency

Easy to read aloud  
Inviting, easy-on-the-ear rhythm, cadence  
Carefully crafted sentences  
Variety in sentence length, structure  
Concise, straightforward structure in business/informational writing  
Fragments used only for effect  
Authentic dialogue-sounds like real people speaking  
Consistency in tense (present, past, future)

#### Conventions and Layout

Looks clean, edited, polished-free of distracting errors  
Reader does not need to do any mental editing  
Conventions help reader process text  
Conventions support meaning and voice  
Design and presentation (as needed) draw reader's eye to key points  
Avoids distracting overload of multiple fonts, hard-to-read graphics  
Makes use of graphics, as appropriate, to enhance text

## Recommended Reading Lists

Grade 6		Grades 7/8
A Wrinkle in Time	A Lantern in Her Hand	Painting the Black
Brian's Winter	A Light in the Forest	Parallel Journeys
Caddie Woodlawn	Abel's Island	Phoenix Rising
Call it Courage	Across Five Aprils	Point Blank
Crispin	Alicia My Story	Rescuing Josh McGuire
Esperanza Rising	Anne Frank: The Diary of a Young Girl	Shane
Hatchet	Armageddon Summer	Soldier Boys
Holes	Artemis Fowl	Star Girl
I, Juan de Pareja	Artemis Fowl - Arctic Incident	Stuck in Neutral
Island of the Blue Dolphins	Breaking Rank	Summer of My German Soldier
Jacob Have I Loved	Bull Run	Ten and Twenty
Letters from Rifka	Call of the Wild	Tex
Missing May	Christmas Carol	The Adventures of Tom Sawyer
Mrs. Frisby and the Rats of NIMH	Clay Marble	The Bartimaues Trilogy
My Side of the Mountain	Devil's Arithmetic	The Giver
Number the Stars	Flames of the Tiger	The Hobbit
Out of the Dust	Flipped	The House of Dies Drear
Roll of Thunder, Hear My Cry	Flowers for Algernon	The Island on Bird Street
Snow Treasure	Forgotten Fire	The Lightning Thief
Sounder	Forgotten Tales	The Outsiders
Stand Tall	Freak the Mighty	The Pearl
Surviving the Applewhites	Friedrich	The Pigman
The Cay	Gathering Blue	The Prince and the Pauper
The Indian in the Cupboard	Gregor the Overlander	The Red Pony
The Lion, the Witch and the Wardrobe	Homecoming	The River
The Summer of the Monkeys	Hope Was Here	The Skin I'm In
The View from Saturday	I Have Live 1,000 Years	The Story of My Life: The Autobiography of Helen Keller
Thunder Cave	Johnny Tremain	The True Confessions of Charlotte Doyle
Tuck Everlasting	Journey Home	The Wanderer
Walk Two Moons	Kits Wilderness	The Westing Game
Where the Red Fern Grows	Let the Circle be Unbroken	The Yearling
Witch of Blackbird Pond	Little Women	Thief Lord
	Montmorency	Touching Spirit Bear
	My Brother Sam is Dead	Transall Saga
	No Promises in the Wind	Under a War Torn Sky
	Nothing But the Truth	White Fang
	Outcasts of 19 Schuyler Place	Wringer

## **Directions for Use of Grade Level Tally Sheet**

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit the completed Grade Level Tally Sheet (one per grade level) to the building administrator by the week of April 22.
6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the Catholic Schools Office by May 1.

# Grade Level Tally Sheet for Language Arts Grade 7 Assessment Task Book Quest

**School Name/City:**

**Assessment Date:**

**Total # Students Assessed:**

**Total # Students:**

**Directions:** Complete one sheet per grade level. Classroom teacher(s) must gather the results from the individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the week of April 22.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard
Inquiry				
Connection				
Structure				



## Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Numeric system that identifies the specific content statement
3. Content Statement
4. Nebraska Language Arts Standard Reference **(NE)**
5. Program Standard Reference **(PS)**
6. Level of Teacher Instruction:  
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce	<b>(I):</b>	To provide with a beginning knowledge or brief first experience. No assessment.
Develop	<b>(D):</b>	To progress from simple to more complex through practice. Check for understanding as needed.
Master	<b>(M):</b>	To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

**Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.**

# Archdiocese of Omaha Language Arts Content Checklist

## Middle School 6-8

		Grade 6	Grade 7	Grade 8
	<b>READING</b>			
<b>1.1</b>	Adjust rate to purpose and content (PS #2, 3)	I,D	M	
<b>1.2</b>	Read clearly and distinctly with expression (PS #4)	I,D	M	
<b>1.3</b>	Identify the main ideas and supporting details in reading:			
	- draw conclusions by identifying the main idea and supporting details	I	D	M
	- make inferences and predictions	D	D	M
	- interpret information from diagrams, charts and graphs	I	D	M
	- answer literal, inferential/interpretive, and critical questions	I	D	M
	- evaluate information for relevance and accuracy	D	D	M
	- skim to identify the main idea	D,M		
	- scan to locate specific details ( <b>NE 8.1.1</b> ; PS #1, 2, 4)	D,M		
<b>1.4</b>	Identify, locate and use multiple resources to access information:			
	- use reference materials to access information on a variety of topics	I,D	M	
	- use multimedia resources ( <b>NE 8.1.2</b> ; PS #1, 2)	D,M		
<b>1.5</b>	Identify and classify different types of text:			
	- distinguish among common forms of literature (fiction, non-fiction, poetry, and drama)	I,D	M	
	- identify characteristics of different types of fiction (legend, myth, fantasy, short story, novels, historical fiction)	D	D	M
	- identify characteristics of different types of non-fiction (autobiography, biography, informational text)	I,D	M	
	- identify different types of poetry (narrative, haiku, free verse, ballad, limerick, rhyming, couplets, etc.) ( <b>NE 8.1.3</b> ; PS #2)	D	D	M
<b>1.6</b>	Identify and apply knowledge of the structure, elements and literary techniques to analyze fiction:			
	- identify the structure to analyze fiction (beginning, middle, end)	I,D,M		
	- identify and analyze literary elements (characters, setting, plot, conflict, and point of view)	D	M	
	- identify and analyze foreshadowing, flashback, simile, metaphor, personification, idioms, oxymoron, onomatopoeia, alliteration, hyperbole	D	M	
	- describe how character traits and values determine the resolution of the conflict	D	M	
	- identify stated themes in literature ( <b>NE 8.1.4</b> ; PS #2, 3)	I,D,M		
<b>1.7</b>	Analyze literature to identify stated or implied theme:			
	- analyze how an author uses literary form to accomplish a purpose	I	D	D
	- identify implied themes in literature	I	D	D
	- compare works that express a universal theme ( <b>NE 12.1.4</b> ; PS #1, 2)		I	D
<b>1.8</b>	Identify and analyze the literary techniques (satire, irony, mood, tone, etc.) ( <b>NE 12.1.5</b> ; PS #2, 3)	I	D	M
<b>1.9</b>	Recognize character motivation (PS #3)	I	D,M	

<p><b>Introduce (I):</b> To provide with a beginning knowledge or brief first experience. No assessment.</p> <p><b>Develop (D):</b> To progress from simple to more complex through practice. Check for understanding as needed.</p> <p><b>Master (M):</b> To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
--

# Archdiocese of Omaha Language Arts Content Checklist Middle School 6-8

		Grade 6	Grade 7	Grade 8
	<b>READING</b> continued			
<b>1.10</b>	Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text:			
	- identify and interpret the structure of text, its organizational elements and graphic features	<b>D</b>	<b>M</b>	
	- recognize the impact of cause and effect relationships	<b>I</b>	<b>D</b>	<b>M</b>
	- follow written directions in technical reading	<b>I</b>	<b>D</b>	<b>M</b>
	- analyze who, what, where, how, why, what-if questions to interpret non-fiction text ( <b>NE 8.1.5</b> ; PS #1, 2, 3)	<b>I</b>	<b>D</b>	<b>M</b>
<b>1.11</b>	Compare and contrast reading selections ( <b>NE 8.1.6</b> ; PS #2)	<b>I</b>	<b>D</b>	<b>M</b>
<b>1.12</b>	Demonstrate the ability to analyze literary works, non-fiction, films, or media:			
	- analyze how a work reflects the author's personal history, attitudes, and/or beliefs	<b>I</b>	<b>D</b>	<b>M</b>
	- analyze how a work can be shown to reflect the period, ideas, customs, and outlooks of a people living in a particular time in history	<b>I</b>	<b>D</b>	<b>M</b>
	- illustrate understanding of bias ( <b>NE 8.1.7</b> ; PS #2)	<b>I,D</b>	<b>M</b>	
<b>1.13</b>	Analyze how a reader's prior knowledge and experience can influence each reader's perception of a particular work ( <b>NE 12.1.8</b> ; PS #2)	<b>I</b>	<b>D</b>	<b>D</b>
<b>1.14</b>	Detect prejudice and stereotyping in a variety of texts; recognize and understand their negative impacts on others (PS #2)	<b>I</b>	<b>D</b>	<b>D</b>
<b>1.15</b>	Define and apply vocabulary from literary selections (PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>D</b>
	<b>WRITING</b>			
<b>2.1</b>	Identify and use standard English (correct capitalization, punctuation, spelling, and paragraph indentation, usage, sentence structure):			
	- identify and use all parts of speech	<b>D</b>	<b>D</b>	<b>M</b>
	- identify and use parts of sentences	<b>D</b>	<b>D</b>	<b>M</b>
	- use a variety of sentence structures ( <b>NE 8.2.1</b> ; PS #3, 4)	<b>D</b>	<b>M</b>	
<b>2.2</b>	Write compositions with focus, related ideas and supporting details:			
	- use a variety of strategies (including formal outlines) to generate and organize ideas	<b>I</b>	<b>D</b>	<b>M</b>
	- write a five paragraph essay with focus, related ideas and details	<b>I</b>	<b>D,M</b>	
	- select a topic of appropriate breadth for the particular situation	<b>D</b>	<b>D</b>	<b>M</b>
	( <b>NE 8.2.2</b> ; PS #1, 2, 3, 4)			
<b>2.3</b>	Edit and revise compositions to improve voice, content, organization, word choice, conventions, and sentence fluency:			
	- use legible writing, and/or word processing in writing across the curriculum	<b>I</b>	<b>D</b>	<b>M</b>
	- use established criteria to evaluate their writing	<b>I</b>	<b>D,M</b>	
	( <b>NE 8.2.3</b> ; PS #1, 2, 3, 4)			
<b>2.4</b>	Use a variety of forms of writing including comparison/contrast, expository, and entertainment for designated purposes:			
	- write persuasive, descriptive, narrative compositions for a designated audience and purpose ( <b>NE 8.2.4</b> ; PS #3, 4)	<b>D</b>	<b>M</b>	

<p><b>Introduce (I):</b> To provide with a beginning knowledge or brief first experience. No assessment.</p> <p><b>Develop (D):</b> To progress from simple to more complex through practice. Check for understanding as needed.</p> <p><b>Master (M):</b> To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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## Archdiocese of Omaha Language Arts Content Checklist Middle School 6-8

			Grade 6	Grade 7	Grade 8
		<b>WRITING</b> continued			
	<b>2.5</b>	Demonstrate ability to use self-generated questions, note taking, summarizing and outlining while learning:			
		- generate questions, take notes, and summarize information gleaned from reference works and experts	<b>I</b>	<b>D</b>	<b>M</b>
		- use and document resources ( <b>NE 8.2.5</b> ; PS #1, 3, 4)	<b>D</b>	<b>D</b>	<b>M</b>
	<b>2.6</b>	Paraphrase and avoid plagiarism (PS #1, 2, 3, 4)	<b>I</b>	<b>D</b>	<b>M</b>
	<b>2.7</b>	Create a formal outline as a prewriting strategy (PS #1, 3, 4)	<b>M</b>		
		<b>SPEAKING</b>			
	<b>3.1</b>	Participate in group discussions:			
		- participate and ask questions relevant to the topic discussed	<b>I,D</b>	<b>M</b>	
		- apply and synthesize subject-related vocabulary in discussions	<b>I</b>	<b>D</b>	<b>M</b>
		- use discussion skills to assume leadership and participant roles in group settings ( <b>NE 8.3.1</b> ; PS #1, 2, 3)	<b>D</b>	<b>M</b>	
	<b>3.2</b>	Use a variety of presentation styles:			
		- use appropriate gestures, vocabulary, pace, volume, eye contact, and visual aids	<b>I</b>	<b>D</b>	<b>M</b>
		- cite resources ( <b>NE 8.3.2</b> ; PS #1, 2, 3, 4)	<b>D</b>	<b>D</b>	<b>M</b>
	<b>3.3</b>	Speak clearly and distinctly with expression (PS #2, 4)	<b>I</b>	<b>D</b>	<b>M</b>
		<b>LISTENING</b>			
	<b>4.1</b>	Identify information received through listening in order to complete tasks:			
		- listen to generate questions, take notes, and summarize information	<b>D,M</b>		
		- follow multi-step oral directions	<b>I</b>	<b>D</b>	<b>M</b>
		- ask for clarification when messages do not make sense ( <b>NE 8.4.1</b> ; PS #1, 2, 4)	<b>D</b>	<b>M</b>	
	<b>4.2</b>	Interact respectfully with others (PS #2, 3, 4)	<b>I</b>	<b>D</b>	<b>D</b>

<p><b>Introduce (I):</b> To provide with a beginning knowledge or brief first experience. No assessment.</p> <p><b>Develop (D):</b> To progress from simple to more complex through practice. Check for understanding as needed.</p> <p><b>Master (M):</b> To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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## Curriculum Guide Glossary

**Assessment** - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

**Essential Question** - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

**Essential Standards** - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

**Grade Level Tally Sheet** – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

**Guidelines** - Specific directions for students to follow as they complete the Assessment Task.

**Performance Assessment** - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

**Proficiency** - Having or demonstrating mastery of knowledge or skill in a particular area.

**Program Standards** - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

**Standards** - General expectations of academic excellence that indicate what a student should know and be able to do.

**Standards-based curriculum** - A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

**Student Scoring Guide** - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

**Task** - An activity, exercise, or problem given to students to perform.

**Time Frame** - The recommended time allotted for students to complete the Assessment.

# Curriculum Guide Resource

## Time Line for Implementation

### ONGOING ACTIVITIES

#### ***Administrator's role:***

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

#### ***Teacher's role:***

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

### AUGUST

#### ***Administrator's role:***

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

#### ***Teacher's role:***

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

### SEPTEMBER

#### ***Administrator's role:***

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used, and determine Assessment dates for first semester Assessments. Discussion needs to begin on determining dates for the second semester Assessments as well.

**Teacher's role:**

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with level teachers to schedule dates for the Assessment.
- Report Assessment dates to the Key Person (grade level coordinator/curriculum coordinator) in charge of your Level or the Key Person in your building.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.
- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

**OCTOBER****Administrator's role:**

- Contact the CSO for assistance as needed.
- In early October, receive Assessment dates from Key People (grade level coordinator/curriculum coordinator) and place in the school calendar.
- Share information with faculty checking progress; allow time for work in levels.

**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

**NOVEMBER****Administrator's role:**

- Share information with faculty checking for progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Allow time for teachers to work in levels.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Administer the first semester Assessment.

**DECEMBER****Administrator's role:**

- Collect Grade Level Tally Sheets from the faculty who administered an Assessment.
- Share information with faculty and allow time for work in levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- Meet with Level teachers to discuss student's ratings on first semester Assessments in order to plan for the rest of the year.
- Turn in Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the first semester Assessment and Student Scoring Guide to be used in the future.
- Place Student Scoring Guide in student's cumulative folder.

# Spring Semester Time Line

## ONGOING ACTIVITIES

### ***Administrator's role:***

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

### ***Teacher's role:***

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

## JANUARY

### ***Administrator's role:***

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Consider sending home communication to parents via newsletter briefly explaining the implementation of Standards, Curriculum, and Assessments.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used second semester.
- Remind faculty that the deadline for reporting to the building administrator is the week of April 22.

### ***Teacher's role:***

- If you have not done so yet, align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Work with Level teachers to schedule dates for the Assessment. Report Assessment dates to Key Person (grade level coordinator/curriculum coordinator) in charge in your building.
- If you have not done so yet, display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

## FEBRUARY

### ***Administrator's role:***

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Check with Key People (grade level coordinator/curriculum coordinator) on dates for the Assessments.
- Place Assessment dates in the school calendar.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of April 22.



**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

**MARCH****Administrator's role:**

- Share information with faculty checking progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of April 22.

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

**APRIL****Administrator's role:**

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of April 22.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the Catholic Schools Office by May 1.

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

**MAY****Administrator's role:**

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

**Teacher's role:**

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

## Classroom Implementation Checklist

To be completed and discussed by teachers at a faculty or curriculum meeting

	1. The teacher has a copy of the Curriculum Guide and has studied the pages that pertain to his/her teaching assignment.
	2. Standards are posted and highly visible in the classroom. The Standards are expressed in language that the students understand.
	3. Samples of "exemplary" student work are displayed or shared with students.
	4. Teacher provides instruction of all guidelines prior to the Assessment.
	5. Student evaluation is completed according to the Standards and Student Scoring Guide criteria.
	6. Commonly used Standards, such as those for written expression, are reinforced in every subject area. In other words, "spelling always counts", even in math, science, music and every other discipline.
	7. The teacher provides feedback to students and parents about the quality of student work compared to the Standards, not compared to other students.
	8. The final question asked by the teacher at the end of a unit of instruction is not did students complete all the assignments and their homework, but rather, did they learn what they were supposed to learn, did they retain it over time, and can they use it in ways that demonstrate that transfer has occurred?
	9. Assessments will be completed, Student Scoring Guides marked and Grade Level Tally Sheets turned into the building administrator by the week of April 22.
	10. Student Scoring Guide will be placed in the individual student's cumulative folder.

## **HIGH SCHOOL GRADES 9-12**

### **Page**

97	LANGUAGE ARTS ESSENTIAL STANDARDS
98-99	DIRECTIONS FOR ADMINISTRATION OF PERFORMANCE ASSESSMENT
100	DIRECTIONS FOR USE OF SCORING GUIDE
101	TEACHER NOTES
102	PERFORMANCE ASSESSMENT
103	SCORING GUIDE
104-118	TEACHER RESOURCES
119	DIRECTIONS FOR USE OF GRADE LEVEL TALLY SHEET
120	GRADE LEVEL TALLY SHEET
121	DIRECTIONS FOR USE OF CONTENT CHECKLIST
122-124	CONTENT CHECKLIST
125	CURRICULUM GUIDE GLOSSARY
126-129	TIME LINE FOR IMPLEMENTATION
130	CLASSROOM IMPLEMENTATION CHECKLIST

# High School Grades 9-12

## Language Arts Essential Standards

### **Standard #1: Inquiry**

Formulate questions, research, and utilize quality information.

### **Standard #2: Connection**

Draw an association between personal experience and concepts.

### **Standard #3: Structure**

Utilize appropriate language and organizational strategies to convey meaning.

### **Standard #4: Creation**

Develop and present a product that synthesizes knowledge and skills.

## Directions for Administration of the Performance Assessment

Refer to the **Curriculum Guide Glossary** found in this section of the Language Arts Curriculum Guide to assist you with the terminology.

Before the school year begins, it is highly recommended that the teacher read through the entire curriculum to assist with mapping instruction for the year. In doing so, the teacher will have read through the Assessment Task Guidelines and Student Scoring Guide to know when in the year to place the instruction that will precede the administration of the Assessment. The Assessment should flow from the curriculum. The Assessment should not be an “add on” tacked on at the end of the school year merely to meet minimum guidelines from the Archdiocese and the State of Nebraska. When used properly, the Assessment and Student Scoring Guide provide the teacher with additional information about individual student learning.

1. At the beginning of the school year, the teacher will have gone through the curriculum guide and mapped an instructional plan for the year based on the **Time Line for Implementation** found in the Language Arts Curriculum Guide. The teacher will then base the foundation of planning on the M-mastery (proficiency) identified pieces of content in the grade level Content Checklist.
2. The teacher will find the Assessment Task Guidelines and Student Scoring Guide in the specific grade level section of the curriculum. The teacher will provide each student with both the Assessment and the Student Scoring Guide at the beginning of instruction so that expectations about performance are clearly understood. The teacher will explain the purpose for the Assessment and Student Scoring Guide to the class and allow time for questions about the Assessment process.
3. It is important for the teacher and the students to understand that students are not graded on the Assessment; instead, they are rated for proficiency on the Student Scoring Guide. As a criterion-referenced test, the Performance Assessments are designed for the individual student to show what he/she knows. Scoring results from all K-12 Archdiocesan schools will be reported to the Catholic Schools Office.
4. The instruction of all guidelines for the Assessment must take place before the Assessment is administered. The teacher will accomplish this by preparing and teaching one piece of content from the guideline at a time. The teacher will always refer back to how this instruction will assist students when they take the Assessment. The teacher may need to seek additional resources to teach some of the guidelines as some of the content may not be present in the textbook.

5. Once successful instruction of the guidelines has taken place, the teacher will then assign the Assessment Task to the students providing them with class time as directed by the teacher.
6. The students will be given a date for completion determined by the teacher. The Assessment may need to be modified for some students. Consideration will need to be given to those students on an IEP or 504 Plan. The teacher will determine any adjustments needed with the help of the administrator or school counselor.
7. The teacher will collect the Assessments and rate them for proficiency completing the Student Scoring Guides.
8. We know that all students can learn and succeed but not on the same day or in the same way. Teachers may need to allow a student(s) some additional time or give the student(s) another chance to show what they know if the student(s) have not achieved a proficiency rating of Level 3, "Meets Standard".
9. When the teacher has completed the rating on all students, the teacher will then complete the Grade Level Tally Sheet for reporting to the Archdiocese. Once the Grade Level Tally Sheet has been completed, the teacher will place the Student Scoring Guide in the individual student's cumulative file.
10. The teacher will then take the completed Grade Level Tally Sheet to the building administrator who will then complete the Building Level Tally Sheet and send it to the Catholic Schools Office.

## Directions for Use of the Student Scoring Guide

The teacher will note the information that was shared in the “**Directions for Administration of the Performance Assessment**”. If the teacher has not read this information, please do so before proceeding.

**It is important to understand that the teacher is rating student proficiency in the identified areas listed on the “Student Scoring Guide” for Archdiocesan reporting purposes.**

1. Initially, the teacher will fill in the student name information and the date assessed unless the student has completed this for the teacher.
2. The teacher will read the Student Scoring Guide and rate each piece of criteria that is required. For example, “Content” might be the first criterion listed. The teacher will go to the column with the Level 3 heading, “Meets Standard”, to check if the student completed the required work assigned under “Content”. If the student completed all the required pieces, then the teacher will mark a “3” under the Results column for “Content”. If a student has exceeded the Standard by completing the required work in Level 4, “Exceeds Standard”, then the teacher will mark a “4” under the Results column. If the student is missing some of the required work, the teacher will look at Level 2, “Progressing Toward Standard”, and Level 1, “Does Not Meet Standard”, to mark the appropriate rating in the Results column.
3. The teacher will repeat this process for each identified criterion that needs to be rated.
4. The teacher’s next step is to transfer the students’ totals from the Student Scoring Guide to the “**Grade Level Tally Sheet**”. Directions for use of the Grade Level Tally Sheet follow in this section.
5. The teacher will then place the Student Scoring Guide in the individual student’s cumulative file to fulfill the State of Nebraska’s requirement for criterion-referenced testing. As an official document, the Student Scoring Guide is considered part of the student’s permanent file.

# **Language Arts Grade 11 or 12 Assessment Task**

## **Title: Art Imitating Life**

### **Teacher Notes:**

- Break this project down into check-in dates (or manageable sections)-can also assign grade/unit points for class grade.
- Literature should be teacher-approved. Teacher can decide if literature should be limited to books taught in class, however, limiting literature may make projects repetitive.
- Teacher can establish the time period of a modern situation.
- Teacher can explain that effort should be consistent regardless of format.
- Teacher can choose format of works cited page-MLA, APA etc.
- Works cited page web sites: <http://citationmachine.net/> or [www.easybib.com](http://www.easybib.com)
- Teacher resources attached.
- Presentation may be a written paper or an oral presentation.
- Teacher can decide if presentations are for class, teachers, etc.
- Refer to the Curriculum Guide Glossary and Time Line found in this section of the Language Arts Curriculum Guide.
- If teachers are going to use the project as a graded activity, they should create their own rubrics to reflect course content and expectations. (See samples in Teacher Resource section)



# Language Arts Grade 11 or 12 Assessment Task

## Title: Art Imitating Life

**Program and Essential Standards:** 1, 2, 3, 4

**Recommended Administration Time:** 11<sup>th</sup> (2<sup>nd</sup> semester) or 12<sup>th</sup> grade (1<sup>st</sup> semester)

*The assessment must be completed so that the Grade Level Tally Sheet is submitted to the building administrator by the week of April 22.*

**Suggested Time Frame:** One month including 5 days of in-class work time

*(Refer to the Time Line for Implementation and Curriculum Guide Glossary found within this section of the Language Arts Curriculum Guide)*

**Essential Question:** What associations can I make between literature and real life situations?

**Task:** Research a thematic topic presented in literature, and relate it to modern situations. Share your findings with a teacher-determined audience.

**Guidelines:**

1. Choose a thematic topic (honesty, revenge, guilt, love, democracy, justice, peace, equality, family, coming of age, heroism, etc.).
2. Find at least one novel or play that addresses your theme.
3. Formulate a thematic question that is addressed in the literature you chose.
4. Keep a written reflection as you complete the project, with details and insights about steps you took and choices you made.
5. Through interviews, newspaper articles, magazines, etc. find two different modern situations that support your question (i.e. Saddam Hussein and Milosovich). The modern situations must be found in two different sources (i.e. internet and a print source).
6. Answer your thematic question based on the information you found in the literature and modern situations in the form of a thesis statement. Make sure all sources relate to the thematic question or revise the thematic question to relate to sources.
7. Choose a structure for the final product. (Some suggestions include: Power Point, written or oral report, poster, drama, scrapbook, poem or other creative modes.)
8. Final Product must include: an explanation of how the literature and the modern situations address the thematic topic you have chosen, a written reflection, a detailed written outline for an oral report, works cited page and in-text citations (or oral citations).
9. Final Product will be evaluated using the 6 Traits of writing.

Student Name \_\_\_\_\_  
 Theme \_\_\_\_\_

Assessment completion date \_\_\_\_\_  
 Book Title \_\_\_\_\_

## Language Arts Student Scoring Guide for Grade 11 or 12

### Assessment Task: Art Imitating Life

Research a thematic topic presented in literature, and relate it to modern situations. Share your findings with an audience.

Criteria	Level 1 Does Not Meet Standard	Level 2 Progressing Toward Standard	Level 3 Meets Standard	Level 4 Exceeds Standard	Results
<b>Inquiry</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than two of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates two of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Formulates thematic question</li> <li>• Chosen literature is suited to the question</li> <li>• Chosen modern situations are suited to the thematic question</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, thematic question goes beyond obvious relationships and shows abstract thinking</li> </ul>	
<b>Connection</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than two of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates two of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Answer to the thematic question is clearly stated</li> <li>• Answer to the thematic question is supported with specific examples of relationships between sources and theme</li> <li>• Written reflection includes evidence of critical thought/effort throughout the entire project</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, student includes a personal connection to the chosen novel/play</li> </ul>	
<b>Structure</b>	<ul style="list-style-type: none"> <li>• Demonstrates less than three of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates three of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Works cited page includes necessary information and is formatted correctly</li> <li>• Ideas, Organization, Conventions used effectively</li> <li>• Two different sources used for Guideline #5</li> <li>• In-text citations used correctly</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, student shows exceptional skill in Ideas, Organization, Conventions</li> </ul>	
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Demonstrates none of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates only one of the criteria listed in Level 3</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation shows preparedness and attention to detail</li> <li>• Presentation demonstrates voice, word choice, and sentence fluency</li> </ul>	<ul style="list-style-type: none"> <li>• In addition to meeting all criteria in Level 3, student displays exceptional skill in voice, word choice, and sentence fluency</li> </ul>	

List any modifications made:

## Teacher Resources

### SAMPLE

**Write down your thematic question:**

Example: What do children learn from the behavior of their parents?

**The thesis statement is an answer to your thematic question. It should include the theme that you chose and a creative way of combining the information from the book and sources. Remember, this is just a preview of your main points, and should not include any overly specific information. It should be creative and fluent. Write down two possible thesis statements.**

Examples:

1. Parents teach positive and negative life lessons through behavior their children observe.
2. Both positive and negative life lessons can be observed by children whose parents “practice what they preach”.

1. \_\_\_\_\_

2. \_\_\_\_\_

# SAMPLE

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Presentation type: \_\_\_\_\_

## Art Imitating Life – Archdiocesan Assessment Presentation Rubric

Unidentifiable. . . . . Easily Identified

### Thematic Question/Answer

Thematic question is stated clearly 1 2 3 4 5

Thesis is stated clearly 1 2 3 4 5

### Book and sources

Literature fits question and is explained to fit questions 1 2 3 4 5

Modern situation one-fits question and is explained 1 2 3 4 5

Modern situation two-fits question and is explained 1 2 3 4 5

### Connections/Comparisons

Specific examples from sources are used to support thesis 2 4 6 8 10

Internal citations used correctly 2 4 6 8 10

### Organization/Effort

Clear intro, body, and conclusion-uses transitions 2 4 6 8 10

Shows creativity and effort 1 2 3 4 5

\_\_\_\_\_/60

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Presentation type: \_\_\_\_\_

## Art Imitating Life – Archdiocesan Assessment Presentation Rubric

Unidentifiable. . . . . Easily Identified

### Thematic Question/Answer

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Modern situation one-fits question and is explained 1 2 3 4 5

Modern situation two-fits question and is explained 1 2 3 4 5

### Connections/Comparisons

Specific examples from sources are used to support thesis 2 4 6 8 10

Internal citations used correctly 2 4 6 8 10

### Organization/Effort

Clear intro, body, and conclusion-uses transitions 2 4 6 8 10

Shows creativity and effort 1 2 3 4 5

\_\_\_\_\_/60

# SAMPLE

## Archdiocese Theme Project - Exit for Senior English

Feb. 3rd - Introduction to the project - give example

Feb. 6th - Check book that they will read - can't be the one from your term paper. Only 2 people can have the same book, but they must use different themes from it.

Feb. 13th - Book must be read by this time!!! You will need to keep a journal entry for each chapter that discusses the themes throughout it. Discuss what the author is saying about the theme & what you think society says about the theme. This is used as your place to brainstorm ideas and organize. The journals will be checked on this day. You will also need to write down quotes from the chapters that tie in to the themes.

Feb. 14th - We will go the media center so you can research to find sources that match up to your theme. You will need one print source like a magazine or newspaper that is dated after 2000. You also need one Internet source that is after 2000.

Feb. 20th - You will write a one page journal on each of your sources that explains why you chose each and how you think it connects to your theme from the book. You will also need one page that has your Question written out, your statement that wraps up your conclusion for the theme, and the method of presenting the info. and why you think it will be most effective.

March 6-8th Final presentations will be given in the Little Theater with Mr. Morfeld, Mrs. Wolken, Mrs. Podliska, and myself as the judges. You will need to give a 5 minute presentation that includes all the information you learned as you researched and effectively shows the conclusions you came to about the theme.

# **SAMPLE**

## **Art Imitating Life – Archdiocesan Assessment Reflection**

Your final draft of the reflection must be typed and double-spaced with approximately 6-10 paragraphs, each paragraph explaining the steps you took to complete the project. The following are some areas you may want to cover in your reflection. You are not limited to this list.

- Introduction paragraph
- Why you chose that particular book and theme
- How/why you came up with your thematic question
- Difficulty/Ease of finding sources for modern situations
- Your opinion on those modern situations
- Writing your thesis (answer to your thematic question)
- Choosing and completing your project (difficulties, frustrations, 'a-ha' moments, likes, dislikes about end result)
- Opinion about the project
- Presentation
- Conclusion

### **Two modern situation sources**

A 'Modern Situation' is anything (local, national, international, etc.) that has happened since your have been alive (approx. the last 15 years or so)

Your modern situations must be from two different sources.

**Possible sources include, but are not limited to:**

- Credible Internet cites
- Magazines
- Newspapers
- Interviews

### **Presentation**

Your presentation must include your thematic question, your thesis (answer to the question) and an explanation of how the literature and the modern situations address the thematic topic (you must pull specific examples from modern situation sources and the book). You can choose any structure that best fits you and your topic: PowerPoint, written or oral report, drama, scrapbook, a video, or other creative modes.

When you complete your presentation, you will need to turn in: the reflection, a works cited page, and any written component of your project. Everything needs to be typed.

**In list form, you need:**

- Thematic question
- Thesis
- Explanation of connections
- A mode of presentation
- Reflection
- Works Cited Page
- Any written component of project

# SAMPLE

## Art Imitating Life – Archdiocesan Assessment

1. Your first task is to choose a theme and a book (the theme has to be in the book that you choose) so read through both lists and decide on which you would most like to do your project. You should pick a book with which you are familiar – meaning one that you have read. You will not have to re-read the book, but you will need to use the book as a resource, so you will have to find a copy of it. You have to use internal citations giving specific information from your book so you will need page numbers and bibliography information.

### **Possible themes (themes are limitless):**

AMBITION	DEMOCRACY	COMING OF AGE
ABSOLUTE POWER	JUSTICE	HEROISM
HONESTY	UTOPIA	BRAVERY
REVENGE	PEACE	LOYALTY
GUILT	EQUALITY	LOVE
FAMILY		

### **Books from which you can choose** (see the teacher if you have another book in mind):

ANIMAL FARM	NIGHT
1984	HUCKLEBERRY FINN
BRAVE NEW WORLD	THE GREAT GATSBY
FAHRENHEIT 451	THE CRUCIBLE
MACBETH	RED BADGE OF COURAGE
GREAT EXPECTATIONS	LORD OF THE FLIES
THE PEARL	

Keep in mind that you are doing an entire project revolving around the book and theme that you choose. With that in mind, choose something that you will enjoy and that you truly care about so you can show your best work. Also, keep in mind the fact that you will have to find some modern situations that can be compared to the book's situations.

2. Once you have chosen your theme and book, you need to come up with a research or thematic question. For example, if I were to choose the theme 'family lessons' and the book To Kill a Mockingbird, my research questions could be, "What do children learn from the behavior of their parents?" Or if I were to choose the theme 'bravery' and the story Beowulf, my research question could be, "Why is bravery a necessary trait in a quality leader?" Remember, you will have to apply your question to modern day situations (happened in your lifetime), so don't write a thematic question that will not apply to current events.

My theme is: \_\_\_\_\_

My book is: \_\_\_\_\_

My thematic question is: \_\_\_\_\_

\_\_\_\_\_

**Art Imitating Life – Archdiocesan Assessment  
Thesis Statements**

**List your theme and book:**

Example: Family lessons – To Kill a Mockingbird

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**Explain the theme as it relates to the book:**

Example: Both Atticus's kids and Bob Ewell's kids learned lessons from their parents. While Jem and Scout learned positive lessons of tolerance and justice, Mayella learned lessons of racism and hatred.

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**Summarize source 1**

Example: Newspaper article about family who has made it a weekly event to assist at the homeless shelter. Parents and kids serve meals, teach mini-lessons and talk with residents.

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**Summarize source 2**

Example: Magazine article about alcoholics whose kids grow up to be alcoholics. Includes several stories about different examples of kids having alcohol problems because of living with parents who had problems.

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# **SAMPLE**

Grade 9-12

## **Examples of Theme, Novel, Question and Thesis and further suggestions**

### **Theme:**

Family Lessons (What Children Learn from Parents)

### **Novel(s):**

*To Kill a Mockingbird, Death of a Salesman, Huckleberry Finn, Scarlet Letter, etc.*

### **Thematic Question:**

What do children learn from the behavior of their parents?

### **Thesis:**

Parents teach positive and negative life lessons through behavior their children observe.

### **Suggestions:**

- Have students brainstorm a list of possible current events that can apply to this theme. Remind students that there are usually positive and negative sides to all stories.
- Choose a story you have read in class and have students discuss how it applies to this particular theme. Help them point out specific examples.

## **Art Imitating Life Archdiocesan Assessment**

### **Before We Begin . . .**

What associations can I make between literature and real life situations?

For example take Macbeth, what aspects of any part of the play can be compared to current situations today? Take a few minutes and answer that question.

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What makes literature timeless, is that we can apply almost any quality book to a modern situation and still learn lessons from them (the book and the situation). That is the whole purpose of the project-to see what connections you can make between your favorite books and events that have happened in your lifetime.

### **Timeline**

- Tuesday, April 24 - Introduction
- Wednesday, April 25 - Book, Theme and Thematic question due
- Thursday & Friday, April 26-27 – library work days to find sources
- Friday, April 27 –Structure for presentation due
- Monday, April 30 - Two sources due- Thesis/Answer to your thematic question due discuss internal citations
- Tuesday through Thursday, May 1-3 – Work days in the library
- Friday, May 5 - Presentation due date - Written work due date – (reflection, works cited, any written).

### **The FIRST requirement -**

Show me effort and have fun. You will NOT pass English 11 with an incomplete in this project, and I grade it very strictly, so please give me your best! USE YOUR TIME WISELY!

### **The SECOND requirement -**

You need to keep this packet! It is your text book for the next two weeks. When you come to English class, bring it with you. Do not lose it; it is the only one you get. Do not forget it. You will fill out passes if you do.

# SAMPLE

## Art Imitating Life – Archdiocesan Assessment Thesis Statement Examples

Book	Theme	Thematic Question	Thesis Statement
<i>Romeo and Juliet</i>	War Casualties	Is the death of the innocent required to end conflict?	Conflicts are often started or result in the death of the innocent and the violence will only escalate afterwards due to anger on both sides. (Bohnenkamp)
<i>A Canticle for Leibowitz</i>	Learning from mistakes	Are we bound to repeat history?	Human kind goes from one generation to the next, blindly closing its eyes on the mistakes of the past. (Lehn)
<i>Catch-22</i>	Bravery	What is the line between bravery and foolhardiness?	The only way to know whether or not an actions is heroic is to know the intent of the person. (Schill)
<i>Johnny Got His Gun</i>	War Casualties	Is war worth the loss of human life?	In recent wars there are no political, economical, or social gains or improvements, while our men are dying and being severely crippled for absolutely no justified reason. (Dyer)
<i>To Kill a Mockingbird</i>	Family lessons	What do Children learn from the behavior of their parents?	Parents teach positive and negative life lessons through behavior their children observe.
BOOKS I ENJOYED	THEMES IN THEM	POSSIBLE QUESTIONS	POSSIBLE STATEMENTS

# SAMPLE

## Internal Citations (In-text citations)

You must have in-text or internal citations in any project that you do. This means that when you reference your literature book and your two sources (which you must do at least two times each) you must use the author's last name and/or the title of the source. So any information from your sources has to be cited.

It is important to remember that you are NOT summarizing first the book, then the two sources. You need to combine the information, choose only the best parts from each source and synthesize that into your project.

The following are a few examples of how that would look.

### **Internal citation in a paper or PowerPoint presentation:**

*President Johnson was reelected saying that we would not escalate the Vietnam War, which sounds familiar when President Bush got reelected saying that the U.S. will "stay as long as needed and not one day longer." Both Presidents' military aids planned to gradually escalate the war ("History") used first word of the internet article because there was no author. The over-all justification of both wars to establish democracy (Wright). Used author's last name.*

### **Internal citation in a poster:**

You also have to do an oral presentation with posters, so be prepared to have internal citations in both. You can show your internal citations on captions or by using direct quotations with appropriate citations.

### **Internal citation in lyrics or music:**

Here you are not citing specific lines so much as ideas you take from your sources. The citation should be done as a side note, not as a part of the music.

### **Internal citation in art work** (mobiles, sculptures, paintings):

Be creative. If your art work cannot include written material, you will have to write a paper to help support your project, and in that paper you will use internal citations. (The paper wouldn't have to be as long as if you were only doing a paper.)

### **Internal citation in a speech:** (From a persuasive speech about ACT scores and reading.)

- Why our atmosphere needs to be improved.

#### **1. Student statistics:**

- a. The average reading score was 21.8, state average is 22.2 as stated in the ACT College Readiness Report for No Name Catholic High School
- b. In No Name Catholic High School's 1<sup>st</sup> quarter eligibility report, 30 freshmen, 31 sophomores, 20 juniors and 8 seniors have D's or F's in two or more classes – that's roughly 30% of the school.

#### **2. Current rank among high schools:**

According to John Doe, Academic Dean, No Name Catholic High School, total scores for the ACT were among the 10 lowest in Omaha.

#### **3. National issue:**

Jim Trelease, a well-known expert in the world of reading, recounts surveys that report that 90% of students devote only 1% of their free time to reading and 30% to watching television. 50% of students read for an average of four minutes or less per day, 30% read two minutes per day, and 10% read nothing at all.

# SAMPLE

## MLA Works Cited Page Information

Keep track of the following information for your works cited page:

### Literature book

Author: \_\_\_\_\_  
Title of book: \_\_\_\_\_  
Publishing city: \_\_\_\_\_  
Publishing company: \_\_\_\_\_  
Copyright date: \_\_\_\_\_

### Source 1 (list all information available to you, leave blank what is unavailable)

Author: \_\_\_\_\_  
Title of article: \_\_\_\_\_  
Name of source: \_\_\_\_\_  
Web site: \_\_\_\_\_  
Copyright date: \_\_\_\_\_

### Source 2 (list all information available to you, leave blank what is unavailable)

Author: \_\_\_\_\_  
Title of article: \_\_\_\_\_  
Name of source: \_\_\_\_\_  
Web site: \_\_\_\_\_  
Copyright date: \_\_\_\_\_

## Example of Works Cited Page

Bradbury, Ray. Fahrenheit 451. New York: Ballantine Books, 1953.

Hirsch Korn, Phil. "Moussaoui: 'No Remorse' for 9/11." CNN. 14 Apr. 2006. 24 Apr. 2006  
<<http://www.cnn.com/2006/LAW/04/13/moussaoui.trail/index.html>>.

"Pakistanis Kill Al-Qaida Paymaster." Omaha World Herald 22 Apr. 2006.

1. Must include the book that you used.
2. Must include the two modern sources.
3. MUST BE IN ALPHABETICAL ORDER according to author last name. If you do not have an author, use the first word of the article title to alphabetize.
4. Must have hanging indent (the second line of an entry is indented). TO DO THIS, go to FORMAT – Then find PARAGRAPH – then find SPECIAL for indentation – then choose HANGING.
5. Each entry must be single spaced with double spaces in between each entry.
6. The easiest way to do a works cited page is to use [www.easybib.com](http://www.easybib.com) and fill in the information completely. When it comes up with your bibliography, copy and paste it to a word document so you can format it correctly.
7. If yours is done incorrectly, you will have to redo it until it is done correctly.

# SAMPLE

Name: \_\_\_\_\_ Period: \_\_\_\_\_ Presentation type: \_\_\_\_\_

## Art Imitating Life – Archdiocesan Assessment English Grade Rubric

PROJECT	Unidentifiable. . . . . Easily Identified				
<b>Thematic Question/Answer</b>					
Thematic question is stated clearly	1	2	3	4	5
Thesis is stated clearly	1	2	3	4	5
Effort and thought shown in formulation of question and thesis	2	4	6	8	10
<b>Book and sources</b>					
Literature fits question and is explained to fit theme	12	14	16	18	20
Answer to thematic question is supported with specific examples of relationships between sources and theme	12	14	16	18	20
<b>Internal citations</b>					
Specific examples are clearly taken from sources	2	4	6	8	10
Internal citations used correctly	2	4	6	8	10
<b>Organization/Effort/Final Product</b>					
Organized in a logical manner	2	4	6	8	10
Conventions (spelling, grammar, sentence structure) – shows editing	2	4	6	8	10
Shows preparedness and effort	2	4	6	8	10
					_____/110
<b>Works Cited</b>					
Includes necessary information and is formatted correctly	12	14	16	18	20
					_____/20
<b>Reflection</b>					
Shows critical thought/effort throughout project	2	4	6	8	10
Conventions (spelling, grammar, sentence structure) – shows editing	2	4	6	8	10
Organized in a logical manner	2	4	6	8	10
					_____/30
					<b>Total</b> _____ / 160
155-160 Exceeds Standard –	Level 4 _____				
123-154 Meets Standard –	Level 3 _____				
112-122 Progressing Toward Standard –	Level 2 _____				
0-111 Does not Meet Standard –	Level 1 _____				

## **SAMPLE**

Archdiocesan Theme Project  
English 12

NAME \_\_\_\_\_

### **Journal Entries**

- 1) \_\_\_\_\_20 pts. Divided book into 10 sections with a half page typed entry for each
- 2) \_\_\_\_\_20 pts. Each of the 10 entries has 2 quotes that prove the theme exists in the novel
- 3) \_\_\_\_\_30 pts. Quality explanation of the theme in each section and you state what the author is trying to say about the theme – personal opinion
- 4) \_\_\_\_\_20 pts. All entries were completed the date assigned (no matter what)
- 5) \_\_\_\_\_10 pts. Quality of sentence structure and grammar

TOTAL GRADE \_\_\_\_\_/100

### **Article Summary/Theme Question, Thesis, Plan of Presentation**

- 1) \_\_\_\_\_10 pts. Typed 1 page journal summaries and 1 typed Theme Question and presentation sheet
- 2) \_\_\_\_\_20 pts. Quality of the content for each summary that ties back to the theme in relation to the novel
- 3) \_\_\_\_\_10 pts. Each article was also turned in with journals
- 4) \_\_\_\_\_10 pts. Quality though put in to a mature theme question, valuable thesis statement, and well thought out plan for presentation

TOTAL GRADE \_\_\_\_\_/50 = \_\_\_\_\_%

## **SAMPLE**

### **Archdiocesan Presentation**

- 1) \_\_\_\_\_ 10 pts. Thematic question is stated clearly
- 2) \_\_\_\_\_ 10 pts. Thesis is stated clearly at the end
- 3) \_\_\_\_\_ 10 pts. Literature fits question & is explained to fit question
- 4) \_\_\_\_\_ 10 pts. Modern situation one-fits question & is explained
- 5) \_\_\_\_\_ 10 pts. Modern situation two-fits question & is explained
- 6) \_\_\_\_\_ 20 pts. Internal & External citation is correct in format
- 7) \_\_\_\_\_ 20 pts. Method for presenting is effective in relation to  
your theme & a creative effort is given
- 8) \_\_\_\_\_ 10 pts. Covered the 5 minute requirement & presented in an  
organized manner (Intro, body, & conclusion - use transitions)

## **FINAL GRADE FOR PRESENTATION**

\_\_\_\_\_/100

**Journal Grade = \_\_\_\_\_% \_\_\_\_\_#**

**Article Summary & Plan Grade = \_\_\_\_\_% \_\_\_\_\_#**

**Presentation Grade = \_\_\_\_\_% \_\_\_\_\_#**

**90-100 = 4**

**80-89 = 3**

**70-79 = 2**

**69 & Below = 1**

**(1 & 2 have to redo)**



## Recommended Reading Lists

### High School Grades 9-12

This list should be considered as an addition to whatever content is included in an anthology (including poetry, short story, etc.)

Title	Title	Title
1984	Into the Wild	Sir Gawain and the Green Knight
A Doll's House	Invisible Man by Ellison	Snow Falling on Cedars
A Raisin in the Sun	Jane Eyre	Speak
A Separate Peace	Jim the Boy	The Adventures of Huckleberry Finn
A Tale of Two Cities	Joy Luck Club	The Awakening
All But My Life	Julius Ceasar	The Canterbury Tales
And Then There Were None	Kaffir Boy	The Chosen
Animal Farm	Last Days of Summer	The Color Purple
Anthem	Les Miserables	The Crucible
Beowulf	Lord Jim	The Curious Incident of the Dog in the Night
Black Boy	Lord of the Flies	The Education of Little Tree
Black Like Me	Macbeth	The Elephant Man
Brave New World	Maus I	The Epic of Gilgamesh
Catcher in the Rye	Morte D'Arthur	The Fellowship of the Ring
Cry, The Beloved Country	Much Ado About Nothing	The Grapes of Wrath
Cyrano de Begerac	My Antonia	The Great Gatsby
Dante's Inferno	Mythology	The House of Mango Street
Death and the King's Horseman	Native Son	The Jungle
Death of a Salesman	Night	The Kite Runner
Death on the Nile	No Exit	The Odyssey
Dr. Jekyll and Mr. Hyde	O Pioneers	The Old Man and the Sea
Dracula	Oedipus Rex	The Power of One
East of Eden	Of Mice and Men	The Red Badge of Courage
Fahrenheit 451	One Day in the Life of Ivan Denisovich	The Scarlet Letter
Flags of Our Fathers	Othello	The Screwtape Letters
Frankenstein	Paradise Lost	The Things They Carried
Great Expectations	Pride & Prejudice	The Time Machine
Gulliver's Travels	Return of the Native	Their Eyes Were Watching God
Hamlet	Rocket Boys	Things Fall Apart
Hard Times	Romeo and Juliet	To Kill A Mockingbird
Heart of Darkness	Roots	Tuesdays With Morrie
I Know Why the Caged Bird Sings	Salem's Lot	When the Emperor was Divine
Illiad	Shadow Divers	When the Legends Die
In Cold Blood	Siddhartha	Wuthering Heights

## **Directions for Use of Grade Level Tally Sheet**

1. The teacher will administer the Assessment to his/her students and then rate the individual student's Assessment using the individual Student Scoring Guide included in the curriculum guide before proceeding to step 2.
2. The teacher will need to make copies of the Grade Level Tally Sheet as needed.
3. Once the teacher has completed rating the entire class, the teacher will then complete the Grade Level Tally Sheet transferring the class totals in each category onto the tally sheet.
4. Complete one Grade Level Tally Sheet per grade. Individual classroom teachers from the same grade must gather the results from the individual Student Scoring Guides, combine the results, and enter the total numbers for the entire grade onto one sheet.
5. Submit the completed Grade Level Tally Sheet (one per grade level) to the building administrator by the week of April 22.
6. The individual teacher will then file the individual Student Scoring Guide in the student's cumulative folder.
7. The building administrator will then complete the Building Level Tally Sheet using the information from the Grade Level Tally Sheets. The Building Level Tally Sheet is due to the Catholic Schools Office by May 1.

# Grade Level Tally Sheet for Language Arts Grade 11 or 12 Assessment Task Art Imitating Life

**School Name/City:**

**Assessment Date:**

**Total # Students Assessed:**

**Total # Students:**

**Directions:** Complete one sheet per grade level. Classroom teacher(s) must gather the results from the individual Student Scoring Guides and enter the totals. Submit only one sheet per grade level to the building administrator by the week of April 22.

Criteria	<u>Level 1</u> # Students Not Meeting Standard	<u>Level 2</u> # Students Progressing Toward Standard	<u>Level 3</u> # Students Meeting Standard	<u>Level 4</u> # Students Exceeding Standard
Inquiry				
Connection				
Structure				
Presentation				

## Directions for Use of Content Checklist

The grade level Content Checklist is designed to accompany the Essential Standards. Faculty discussion will need to take place to ensure consistency in teaching. The administrator should reproduce the Content Checklist and distribute it to all the teachers.

The format for the Content Checklist is as follows:

1. Blank box to record date of instruction of content or to use as a check-off to indicate that instruction of content occurred
2. Numeric system that identifies the specific content statement
3. Content Statement
4. Nebraska Language Arts Standard Reference **(NE)**
5. Program Standard Reference **(PS)**
6. Level of Teacher Instruction:  
Introduce **(I)**, Develop **(D)**, Master **(M)**

Introduce	<b>(I):</b>	To provide with a beginning knowledge or brief first experience. No assessment.
Develop	<b>(D):</b>	To progress from simple to more complex through practice. Check for understanding as needed.
Master	<b>(M):</b>	To be proficient in using content; to understand and be able to retrieve the specified material for use as needed to maintain proficiency. Must be assessed.

**Teachers will use this curriculum as the basis for planning their lessons for the year. Use of the curriculum will assist students in attaining the Standards for which all are accountable. Teachers are required to spend 80% of their time teaching strictly from the curriculum guide with the remaining 20% of their time teaching concepts that enhance the curriculum.**

# Archdiocese of Omaha Language Arts Content Checklist

## High School 9-12

		Grade 9	Grade 10	Grade 11	Grade 12
	<b>READING</b>				
<b>1.1</b>	Identify main ideas and supporting details in reading:				
	- read selections to develop and answer literal, inferential, interpretive, and critical questions	I	D	M	
	- interpret information from graphs, charts, and diagrams such as maps, blueprints, or schematics	I	D	M	
	- evaluate information for relevance and accuracy (NE 12.1.1; PS #1, 2)	I	D	M	
<b>1.2</b>	Locate, evaluate, and use primary and secondary resources:				
	- use print reference materials (gazetteer, atlas, specialized index, handbook, manual, government document, book of quotations, college and career resources, and citation style manual)	I	D	D	M
	- use electronic resources (CD ROM, software, online resources, and multimedia presentation tools)	I	D	D	M
	- use library resources (card/electronic catalog, bibliography, periodical, etc.)	I	D	D	M
	- identify and gather resources that provide relevant and reliable Information (NE 12.1.2; PS #1, 2, 4)	I	D	D	M
<b>1.3</b>	Identify and use characteristics to classify different types of text:				
	- read and distinguish among common forms of literature such as fiction, non-fiction, poetry and drama	I	D	M	
	- classify characteristics of different types of fiction (legend, myth, fantasy, short story, novels, historical fiction)	I,D	M		
	- identify characteristics of different types of nonfiction (essay, technical, editorial, diaries, journals, news articles, memoirs)	I	D	D	M
	- analyze different types of poetry (narrative, haiku, free verse, ballad, limerick, rhyming couplets, sonnet, epic)	I	D	M	
	- analyze and evaluate the works of Nebraska authors (NE 12.1.3; PS #1, 2, 3)	I	D	M	
<b>1.4</b>	Analyze literature to identify stated or implied themes:				
	- identify the implied themes used by an author	D	D	M	
	- analyze how an author uses literary form to accomplish a purpose	D	D	M	
	- compare works that express a universal theme (NE 12.1.4; PS #1, 2, 3)	D	D	M	

<p><b>Introduce (I):</b> To provide with a beginning knowledge or brief first experience. No assessment.</p> <p><b>Develop (D):</b> To progress from simple to more complex through practice. Check for understanding as needed.</p> <p><b>Master (M):</b> To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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# Archdiocese of Omaha Language Arts Content Checklist High School 9-12

		Grade 9	Grade 10	Grade 11	Grade 12
	<b>READING</b> continued				
<b>1.5</b>	Analyze fiction through identifying and applying knowledge of elements and literary techniques:				
	- identify and analyze the elements of fiction (e.g., plot, conflict, theme, point of view, setting, tone, mood, characterization)	<b>I</b>	<b>D</b>	<b>M</b>	
	- identify and analyze the techniques of fiction (irony, foreshadowing, symbolism, flashback, metaphor, personification, epiphany, oxymoron, dialect)	<b>I</b>	<b>D</b>	<b>D</b>	<b>M</b>
	- identify and analyze characteristics of literature such as satire, parody, and allegory which overlap or cut across the lines of basic genre classifications ( <b>NE 12.1.5</b> ; PS #1, 2, 3)	<b>I</b>	<b>D</b>	<b>D</b>	<b>M</b>
<b>1.6</b>	Apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text:				
	- analyze the structure of expository text (cause/effect, sequencing, compare/contrast, fact/opinion)	<b>I,D</b>	<b>M</b>		
	- analyze information from charts, maps, and graphs	<b>I</b>	<b>D</b>	<b>M</b>	
	- use technical data and procedures found in service manuals, repair manuals, and operators' manuals ( <b>NE 12.1.6</b> ; PS #1, 2, 3)	<b>I</b>	<b>D</b>	<b>D</b>	<b>M</b>
<b>1.7</b>	Analyze literary works, non-fiction, films, and media:				
	- analyze philosophical arguments presented in the piece of writing		<b>I</b>	<b>D</b>	<b>M</b>
	- analyze the author's political ideology	<b>I</b>	<b>D</b>	<b>D</b>	<b>M</b>
	- analyze literature to become aware of multiple perspectives on gender, culture, history, etc.	<b>I</b>	<b>D</b>	<b>M</b>	
	- analyze the impact and importance of historical and social settings of literature	<b>I</b>	<b>D</b>	<b>M</b>	
	- analyze the impact of the reader's experiences on their interpretations ( <b>NE 12.1.8</b> ; PS #1, 2)	<b>D</b>	<b>D</b>	<b>D</b>	<b>M</b>
<b>1.8</b>	Detect bias, prejudice and stereotyping in a variety of texts; recognize and understand their negative impacts on others (PS #2)	<b>D</b>	<b>D</b>	<b>D</b>	<b>M</b>
<b>1.9</b>	Define and apply vocabulary from literary selections (PS #1, 2, 3, 4)	<b>D</b>	<b>M</b>		
	<b>WRITING</b>				
<b>2.1</b>	Write using standard English conventions:				
	- apply correct capitalization, spelling, and paragraph indentation	<b>I,D</b>	<b>M</b>		
	- use correct punctuation in sentences with embedded parts (appositives, restrictive and non-restrictive clauses, interruptions, explanatory notes, and examples)	<b>I</b>	<b>D</b>	<b>D</b>	<b>M</b>
	- use all parts of speech correctly	<b>I,D</b>	<b>M</b>		
	- correctly identify all parts of a sentence	<b>I,D</b>	<b>M</b>		
	- use a variety of sentence structures	<b>I</b>	<b>D</b>	<b>M</b>	
	- use correct punctuation and capitalization when citing sources using a standard format ( <b>NE 12.2.1</b> ; PS #3)	<b>I</b>	<b>D</b>	<b>M</b>	

Introduce (**I**): To provide with a beginning knowledge or brief first experience. No assessment.  
 Develop (**D**): To progress from simple to more complex through practice. Check for understanding as needed.  
 Master (**M**): To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.

# Archdiocese of Omaha Language Arts Content Checklist High School 9-12

			Grade 9	Grade 10	Grade 11	Grade 12
		<b>WRITING</b> continued				
	<b>2.2</b>	Write compositions with focus, related ideas, and supporting details:				
		- use a variety of strategies to generate and organize ideas	I	D	M	
		- write compositions with an introduction, body, and conclusion	I,D	M		
		- select a topic of appropriate breadth for the particular situation	I	D	M	
		- cite resources	I	D	M	
		- define plagiarism and fair use standards (NE 12.2.2; PS #1, 2, 3)	I,D	M		
	<b>2.3</b>	Revise and edit persuasive compositions:				
		- self evaluate and revise to improve content, organization, word choice, voice, and sentence fluency	I	D	D	M
		- edit using standard English conventions in their writing	I	D	D	M
		- use legible writing and/or word processing when publishing written work	I,D	M		
		- individually develop, explain, and use criteria for assessing their compositions across the curriculum (NE 12.2.3; PS #1, 2, 3, 4)	I	D	D	M
	<b>2.4</b>	Develop narrative, persuasive, descriptive, technical, entertainment, compare/contrast, and/or expository writing for a designated audience and purpose (NE 12.2.4; PS #1, 2, 3, 4)	I	D	M	
	<b>2.5</b>	Demonstrate the ability to self generate questions, summarize, outline, and take notes (NE 12.2.5; PS #1, 2, 3, 4)	I	D	M	
		<b>SPEAKING</b>				
	<b>3.1</b>	Participate in student directed discussions:				
		- participate in and lead group discussions	I,D	M		
		- evaluate and monitor self and peer participation in group discussion (NE 12.3.1; PS #1, 2, 4)	I,D	M		
	<b>3.2</b>	Make oral presentations that demonstrate consideration of audience, purpose, and information:				
		- deliver formal oral presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience	I,D	D	M	
		- use multimedia to deliver formal presentations	I	D	D	M
		- prepare and deliver oral presentations based on inquiry or research	I	D	M	
		- cite resources	I	D	M	
		- follow required time limits and deadlines for preparation and delivery (NE 12.3.2; PS #1, 3, 4)	I,D	M		
		<b>LISTENING</b>				
	<b>4.1</b>	Utilize appropriate listening skills to process information from the spoken word (PS #1, 2)	I,D	M		
	<b>4.2</b>	Interact respectfully with others (PS #2, 3, 4)	D	M		

<p><b>Introduce (I):</b> To provide with a beginning knowledge or brief first experience. No assessment.</p> <p><b>Develop (D):</b> To progress from simple to more complex through practice. Check for understanding as needed.</p> <p><b>Master (M):</b> To be proficient in using content; to maintain proficiency; to understand and be able to retrieve the specified material for use as needed. Must be assessed.</p>
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## Curriculum Guide Glossary

**Assessment** - The deliberate use of many methods (teacher observation, self-assessment, survey, test, interview, performance, task, etc.) to gather evidence that indicates if students are meeting Standards through essential learning. Through thoughtful observations and professional judgment, a teacher is able to assess individual student's strengths and weaknesses. The teacher is then able to offer the student clear and helpful feedback. Assessment results are used: to identify instructional practices that need to change; to provide a focus for on-going professional development; and to provide supplemental instructional resources for learners.

**Essential Question** - Points to the essence of what you believe students should examine and know in their course of study. The Essential Question is a conceptual commitment. When a teacher or group of teachers selects a question to frame and guide curriculum design, it is a declaration of intent. In a sense you are saying, "This is our focus for learning. I will put my teaching skills into helping my students examine the key concept implicit in the Essential Question." Student Assessment should focus on essential learning.

**Essential Standards** - Target what students will know and be able to do at each grade level. Essential Standards support Program Standards, are few in number, and move from simple to complex through grade levels. They address many of the same concepts and topics from primary to senior high school, but the sophistication and detail will increase. Essential Standards define the goals set forth in the Program Standards and state concepts and skills of significance taught at each level. They provide a bridge between the Program Standards and the Content. They require mastery by all students and are able to be assessed.

**Grade Level Tally Sheet** – The reporting form that records Assessment results completed by grade level teacher(s). The form is given to the building administrator who then completes the Building Level Tally Sheet that is sent to the Catholic Schools Office.

**Guidelines** - Specific directions for students to follow as they complete the Assessment Task.

**Performance Assessment** - A variety of tasks and real life situations in which students are given opportunities to demonstrate their understanding and to thoughtfully apply knowledge, skills, and lifelong learning skills in a variety of contexts. These Assessments often occur over time and result in a tangible product or observable performance. They encourage self-evaluation and revision, require judgment to score, reveal degrees of proficiency based on established criteria, and make public the scoring criteria. Performance Assessments recognize that there is more than one way to show a "right" answer.

**Proficiency** - Having or demonstrating mastery of knowledge or skill in a particular area.

**Program Standards** - Concept-based, general expectations of what a student should know and be able to do. They are few in number and general in scope. They reflect the scope of the total program in a given subject area. They require mastery by all students and are able to be assessed.

**Standards** - General expectations of academic excellence that indicate what a student should know and be able to do.

**Standards-based curriculum** - A curriculum based on Standards with use of Standards-based Assessments. The premise is that all students will learn and achieve, and ideally all students can achieve proficiency. Time is variable but expectations of students are consistent. The curriculum provides a framework for the teachers. Teachers align their instruction to meet the Standards by asking themselves to what Standard does this activity relate.

**Student Scoring Guide** - A document that describes student performance on a specific task. The descriptions in the Student Scoring Guide clearly differentiate levels of performance, such as "Exceeds Standard, Meets Standard, Progressing Toward Standard, or Does Not Meet Standard". The Student Scoring Guide contains the rubrics which are the specific rules written in student language and linked to the Standards.

**Task** - An activity, exercise, or problem given to students to perform.

**Time Frame** - The recommended time allotted for students to complete the Assessment.



# Curriculum Guide Resource

## Time Line for Implementation

### ONGOING ACTIVITIES

#### ***Administrator's role:***

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

#### ***Teacher's role:***

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

### AUGUST

#### ***Administrator's role:***

- Begin looking at calendar to schedule time for faculty to work on curriculum implementation. Allow time each quarter for curriculum work.
- Meet with faculty to review and study Assessments and Student Scoring Guides that will be used for the year.
- Meet with faculty to align school curriculum with the Archdiocesan Curriculum.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

#### ***Teacher's role:***

- Plan instruction based on the Standards.
- After you have aligned the curriculum, meet by grade levels (K-2, 3-5, etc) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for the year.
- Determine pieces of content, lessons, or units that are essential to meeting the Standards and Assessments.
- Plan time to go over the curriculum guides paying special attention to directions that have been inserted throughout the guides.

### SEPTEMBER

#### ***Administrator's role:***

- Consider sending home communication to parents via newsletter briefly explaining the implementation of the Standards, Curriculum and the Assessments. We recommend that you attach a copy of the Program Standards.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used, and determine Assessment dates for first semester Assessments. Discussion needs to begin on determining dates for the second semester Assessments as well.

**Teacher's role:**

- Meet with Level teachers to create an example of a completed Assessment that can be shared with students.
- Display the Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Explain Essential Standards to students.
- Work with Level teachers to schedule dates for the Assessment.
- Report Assessment dates to the Key Person (grade level coordinator/curriculum coordinator) in charge of your level or the Key Person in your building.
- Distribute the assigned Assessment Task Guidelines and Student Scoring Guide sheet to students.
- Go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age-appropriate language if needed.
- Share the Assessment example with students.
- Begin teaching to the Standards.

**OCTOBER****Administrator's role:**

- Contact the CSO for assistance as needed.
- In early October, receive Assessment dates from Key People (grade level coordinator/curriculum coordinator) and place in the school calendar.
- Share information with faculty checking progress; and allow time for work in levels.

**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedures.
- Continue to share the Assessment example with students.

**NOVEMBER****Administrator's role:**

- Share information with faculty checking for progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Allow time for teachers to work in levels.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Administer the first semester Assessment.

**DECEMBER****Administrator's role:**

- Collect Grade Level Tally Sheets from the faculty who has administered an Assessment.
- Share information with faculty and allow time for work in levels.
- Allow time with faculty to review the curriculum implementation process and discuss questions or concerns in planning next semester.
- Collect comments to be shared with CSO.

**Teacher's role:**

- Continue working with students on Standards, Curriculum, and Assessment.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- Meet with Level teachers to discuss student's ratings on first semester Assessments in order to plan for the rest of the year.
- Turn in Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the first semester Assessment and Student Scoring Guide to be used in the future.
- Place Student Scoring Guide in student's cumulative folder.

# Spring Semester Time Line

## ONGOING ACTIVITIES

### ***Administrator's role:***

- Collect questions and suggestions at every faculty meeting.
- Report challenges and suggestions to the CSO.
- Discuss observations and share successes and challenges at monthly faculty meetings.
- Provide professional resources on Standards and Performance Assessment.
- Share successes at Administrator meetings.

### ***Teacher's role:***

- Discuss observations and share successes and challenges at monthly faculty meetings.
- Report challenges and suggestions to the administrator.
- Track instruction of content that has occurred on Content Checklist.
- Study professional resources on Standards and Performance Assessment.

## JANUARY

### ***Administrator's role:***

- Look at calendar to schedule time for faculty to work on curriculum implementation.
- Consider sending home communication to parents via newsletter briefly explaining the implementation of Standards, Curriculum, and Assessments.
- Have Key People (grade level coordinator/curriculum coordinator) meet with their level and review Assessments that will be used second semester.
- Remind faculty that the deadline for reporting to the building administrator is the week of April 22.

### ***Teacher's role:***

- If you have not done so yet, align the curriculum by grade level (K-2, 3-5, etc.) to determine who is responsible for specific content based on the Content Checklist.
- Meet with Level teachers and review and study Assessments and Student Scoring Guides that will be used for second semester.
- Meet with Level teachers to create an example of the Assessment that can be shared with students.
- Work with Level teachers to schedule dates for the Assessment. Report Assessment dates to Key Person (grade level coordinator/curriculum coordinator) in charge in your building.
- If you have not done so yet, display the Program Standards and Essential Standards that you will be using in individual classrooms. The display should use grade level appropriate language.
- Continue working with students on curriculum as they prepare for the Assessment.
- Explain/Review Standards displayed in the classroom with students.
- Distribute the assigned Assessment and Student Scoring Guide sheet to students.
- Explain/Review the Assessment Task Guidelines, Scoring Guide, and administration time with students explaining terminology and procedures.
- Rewrite the Student Scoring Guide with students using age appropriate language if needed.
- Share your Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send the Grade Level Tally Sheet to administrator.

## FEBRUARY

### ***Administrator's role:***

- Share information with faculty checking progress.
- Allow time for faculty to work in levels.
- Check with Key People (grade level coordinator/curriculum coordinator) on dates for the Assessments.
- Place Assessment dates in the school calendar.
- Contact the CSO as needed for assistance.
- Remind faculty of deadline for reporting to the building administrator is the week of April 22.

**Teacher's role:**

- Continue teaching to the Standards.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue working with students on curriculum as they prepare for the Assessment.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessment from students, rate them, and send Grade Level Tally Sheet to administrator.

**MARCH****Administrator's role:**

- Share information with faculty checking progress.
- Share Standards/Assessment information with pastor, president, parents, and board members via school newsletter.
- Share information with faculty and allow time for work in levels.
- Remind faculty of deadline for reporting to the building administrator is the week of April 22.

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.

**APRIL****Administrator's role:**

- Share information with faculty and allow time for work in levels.
- Remind teachers of deadline for reporting to the building administrator is the week of April 22.
- Collect Grade Level Tally Sheets and transfer information to the Building Level Tally Sheet.
- Send the completed Building Level Tally Sheet to the Catholic Schools Office by May 1.

**Teacher's role:**

- Continue working with students on Standards and Curriculum as they prepare for the Assessment.
- Continue displaying Standards in your classroom reviewing them with your students.
- Continue to go through the Assessment Task Guidelines, Student Scoring Guide, and administration time with students explaining terminology and procedure.
- Continue to share Assessment example with students.
- Administer Assessment if students have achieved mastery over the material.
- Collect Assessments from students, rate them, and send Grade Level Tally Sheet to administrator.
- Collaborate with other faculty members to rate Assessments.
- Compare results with other faculty.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.

**MAY****Administrator's role:**

- Send completed Building Level Tally Sheet to the CSO if you have not done so yet.
- Allow time with faculty to review the curriculum implementation program and discuss questions or concerns in planning next year.
- Collect comments/revisions to be shared with CSO.
- Submit comments/revisions to the CSO.

**Teacher's role:**

- Meet with Level teachers to discuss student's ratings on Assessment in order to plan for next year.
- If you have not done so yet, turn in your Grade Level Tally Sheet to administration.
- Choose a piece of student work to be used as an exemplary piece to accompany the Assessment and Student Scoring Guide to be used next year.
- Place individual Student Scoring Guide in student's cumulative folder.

## **Classroom Implementation Checklist**

To be completed and discussed by teachers at a faculty or curriculum meeting

	1. The teacher has a copy of the Curriculum Guide and has studied the pages that pertain to his/her teaching assignment.
	2. Standards are posted and highly visible in the classroom. The Standards are expressed in language that the students understand.
	3. Samples of "exemplary" student work are displayed or shared with students.
	4. Teacher provides instructions for all guidelines prior to the Assessment.
	5. Student evaluation is completed according to the Standards and Student Scoring Guide criteria.
	6. Commonly used standards, such as those for written expression, are reinforced in every subject area. In other words, "spelling always counts", even in math, science, music and every other discipline.
	7. The teacher provides feedback to students and parents about the quality of student work compared to the Standards, not compared to other students.
	8. The final question asked by the teacher at the end of a unit of instruction is not did students complete all the assignments and their homework, but rather, did they learn what they were supposed to learn, did they retain it over time, and can they use it in ways that demonstrate that transfer has occurred?
	9. Assessments will be completed, Student Scoring Guides marked and Grade Level Tally Sheets turned into the building administrator by the week of April 22.
	10. Student Scoring Guide will be placed in the individual student's cumulative folder.